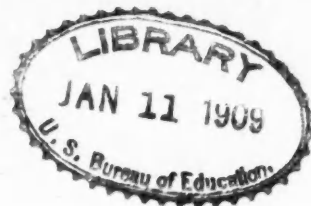


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THE AMERICAN School Board Journal

January



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1909
VOL. XXXVIII, No. 1

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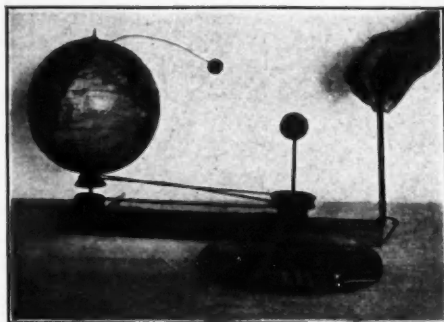
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Our Only Candidate

On Aug. 12th we recommended Prin. Raymond McFarland of Leicester, Mass., as

OUR ONLY CANDIDATE

for the vice-principalship of the high school at Ithaca, N. Y. On August 18th he came to Albany for a personal interview with Supt. Boynton, and on the 20th he received a telegram announcing his election to the position.

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School Board Journal

Founded 1890 by WILLIAM GEORGE BRUCE

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TIME TO TURN OVER A NEW LEAF.



School Districts.

The Iowa statutes declaring that all territory of an incorporated city, whether included within the original incorporation or afterwards attached, shall be a part of the independent school district of said city, is not given retroactive force when applied to such part of the territory of a school district, originally wholly outside a city, as was brought within the city limits prior to enactment of the statute; the enlargement of the city school district being operative only from the date of the statute.—Independent School District of Fairview v. Independent School District of Burlington, 117 N. W. 668, Iowa.

School Boards.

Where a school district, at a regular called and conducted election, votes to issue bonds and from the proceeds to build a schoolhouse, such a vote is an instruction, and the district officers have no discretion as to obeying the same.—Schouweiler v. Allen, 117 N. W. 886, N. D.

A taxpayer of a school district sued to enjoin the issuance of bonds voted to build a schoolhouse, alleging that enough illegal votes were cast in favor of the bonds to change the result. The school board answered, denying all allegations as to illegal votes; but subsequently a majority of the board stipulated personally with the taxpayer that judgment should be entered in his favor, permanently enjoining the issuance of the bonds voted. Without the submission of evidence, and without any findings, the court ordered judgment as stipulated. *Held*, that such stipulation constituted collusion between the taxpayer and the school board, and a legal fraud upon the school district and the court, and that it was error to order judgment thereon.—Schouweiler v. Allen (as above).

The revised codes of 1905 (No. 911), providing that if a majority of all the votes cast at a school district election shall be in favor of issuing bonds, the school board, through its proper officers, shall forthwith issue the bonds, is mandatory.—Schouweiler v. Allen (as above).

Teachers' Dismissal.

The board of education of this district has the power to inquire into the qualifications of a teacher of the public schools and to dismiss her without giving her the hearing required by section 10 of the act of congress of June 20, 1906 (c. 3446, 34 Stat. 321), which provides that "when a teacher is on trial, or being investigated, he or she shall have the right to be attended by counsel, and by at least one friend of his or her selection;" that section being an independent provision for the protection of teachers against all charges that are not confined to the professional qualifications of a teacher.—United States v. Hoover, 31 App. D. C. 311, District of Columbia.

County Superintendents.

Money borrowed by the county board of education is not a part of the common school fund, as defined by the Georgia Pol. Code of 1895 (p. 1384), and the county school commissioner, as such, has no duty devolved on him, either as to the safe keeping or proper disbursement of such money, so as to render him liable on his bond conditioned for a faithful discharge of "the duties required of him by virtue of his said office," though he may, in an action of a different nature, be liable as an individual.—

Board of Education of Miller County v. Fudge, 62 S. E. 154; Williams v. Board of Education of Miller County, Id., Ga. App.

The revised law of 1905 (p. 425) provides that whenever a vacancy occurs in the office of the county superintendent, the county board will fill the same by appointment, and section 2668 declares that the governor may remove from office any county superintendent of schools whenever it appears by competent evidence that such superintendent has been guilty of malfeasance or non-feasance after hearing. *Held*, that county commissioners have only power to fill the office of county superintendent of schools after it has been vacated in proper judicial proceedings, or by the act of the incumbent, and have no power to remove such superintendent.—State v. Hays, 117 N. W. 615, Minn.

The Pol. Code of 1895 (p. 1363), giving county boards of education power to make all arrangements necessary to the efficient operation of the schools, does not authorize the borrowing of money.—Board of Education of Miller County v. Fudge, 62 S. E. 154; Williams v. Board of Education of Miller County, Id. Ga. App.

LEGAL.

The supreme court of Michigan has decided that the Detroit board of education acted within its lawful powers when it recently increased the salary of Superintendent Wales C. Martindale from \$4,000 to \$6,000 a year. That also was the decision of the Wayne circuit court, but on the petition of several citizens, suit was brought at the relation of the attorney general to restrain the board of education from paying the increased salary. A demurrer was interposed and the bill to restrain was dismissed. The supreme court in affirming the decision of the lower court, quotes the opinion of the Wayne circuit judges, in which it was held that the salary question has been placed in the hands of the board of education by the legislature, and that its action must hold as against the action of the board of estimates.

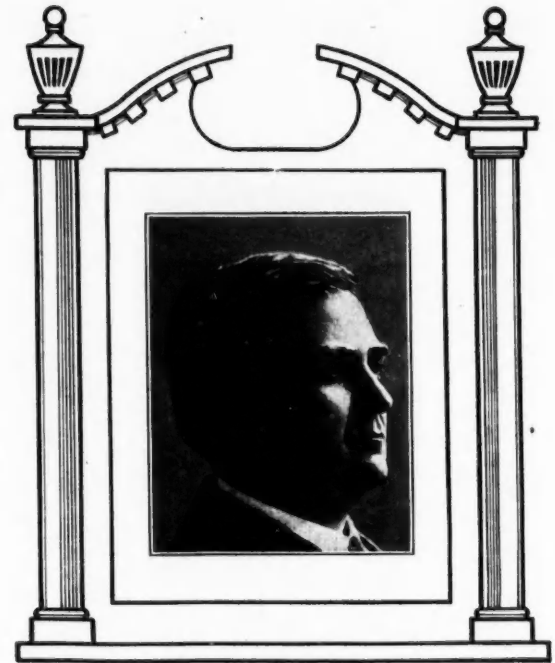
New Jersey. C. J. Baxter, state superintendent of public schools, has obtained an opinion from the attorney general, holding that district clerks are barred from legally holding membership in boards of education on the ground that they would be employer and employe at the same time. The opinion was given in answer to a question from Rockaway as to whether the district clerk could be a member of the school board, and as such serve in office.

Indiana. The state supreme court has decided that the county superintendent cannot order a change of site for a new schoolhouse without the consent of the township trustee and the district patrons. The consent of both the latter factors is necessary to relocate a building or purchase a new site.

Seattle, Wash. In a suit brought to test the validity of the Washington state law permitting school directors to refuse admittance to children not vaccinated, Judge Morris of the King county superior court has upheld the constitutionality of the law. In rendering the opinion, the court stated that the parents of a child, or the child who refused to vaccinate, could not be penalized under the provisions of the compulsory education law, as non-attendance at school would come through a statutory cause, and not through a wanton refusal to obey the law requiring attendance.

Streator, Ill. The board of education has been advised that it can legally expel a student from the township high school for frequenting saloons. A rule must be adopted expressly forbidding the abuse.

Illinois. The circuit court of Putnam county has denied an application for an injunction to prevent the use of school funds in paying for the transportation of children to



HON. ROBERT J. ALEY,
Newly Elected State Superintendent of Public Instruction
for the State of Indiana.

and from consolidated schools. The Illinois school law permits the centralization of schools, but does not explicitly provide for the wagons used in hauling the children who live long distances from the school buildings.

The supreme court of the United States has rendered a decision confirming the right of the states to create laws regarding education, and included in that right the power to separate black and white children. Justices Harlan and Day dissented. The case was appealed from Kentucky, where a clash arose in Berea College.

Rules adopted by the New York city board of education for the conduct of the new parental school provide that the principal shall not be boarded at the expense of the school. Members of the board urged that the new officials be furnished servants and household supplies with the residence on the school grounds. Superintendent Maxwell's idea that the principal conduct his own home affairs, however, prevailed.



Visitor—"Well, Mary, how do you like being at school?"

Mary—"Well, I like coming home, and I like recess, and I like holidays, but I don't like being there between times."

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The Practical in Modern Education

By CARROLL D. CLIFFELL

The subject of this paper is indeed a very broad and comprehensive one. The word practical being synonymous with the word useful, one would naturally infer that our modern educational system, with its great variety of courses of study, is to be carefully sorted and the subjects of study offered classified into two great classes, the useful and useless. I wish to assure you, first of all, that no such undertaking will be attempted. Such a procedure would of necessity presuppose that there are parts of some or all the courses of study which are useless or unnecessary, and we would immediately be thrown into a discussion of the justice of our classification with the champions or friends of those particular parts we might choose to term useless.

Are we then to expect that all the useful subjects will be discussed in a general way and different degrees of usefulness pointed out? Again we would at once incur the friendship of some and the animosity of others. Our agricultural friends might insist that their work is most important of all, to which our linguists and historians would probably not agree, and our students of art and music would very likely have no need or use for the scientists' laboratory or the workshop.

Truly there is much of real value and usefulness in nearly every branch of education, including the so-called culture subjects, and the task is too great to attempt a discussion of the subject as a whole. I wish, therefore, to choose one particular part or branch of our modern educational system—manual training for boys and girls, as we have it exemplified in our manual training high schools and trade schools.

The Lack of Hand Training.

Manual training, as compared with other branches of school work, is new to many of us. In North Dakota there are perhaps not half a dozen high schools that have introduced any part of it into their course of study. Other states have been trying it for several years past, with varying degrees of success. It has been for many years, and is now a subject much discussed among educators of this country, both pro and con. We are, however, far behind Russia, Germany and France as a nation, in the matter of training the hands of our boys and girls. Our principal thought has largely been to train their minds, and the fact is being actually forced upon us in recent years that hand training is an essential part of a well balanced general education.

Mr. O. M. Becker, in an article in *The World Today*, has this to say of industrial education in the United States: "An inquiry into the extent of this instruction and the number of such schools and their efficiency reveals a mortifying situation, especially when compared with the situation in continental Europe. There are in the United States today considerably less than two hundred schools wholly or in part devoted to manual training, and most of these merely give short courses in some kind of hand work in connection with curricula devoted chiefly to literary subjects, while others are devoted mainly or wholly to instruction in the domestic arts and agriculture. In a number of these, however, an attempt is made to give some trades instruction, for the most part, of course, very rudimentary and insufficient for the making of journeymen."

As for strictly trade schools, institutions devoted primarily to training youth in those practical arts whereby they may make their living, the number could be almost counted on one's fingers. Including those which have been

opened more recently, there can scarcely be forty schools in this country with well defined trade courses, and this includes those devoted to such distinctly feminine trades as millinery and dress making.

There seem to be a few others not reported which purport to teach a single trade in a very short time. Such are the barber schools found in a number of cities, the masons' trade schools and the like occasionally met with. Most of these, however, are conducted wholly for profit and, therefore, are of doubtful value as training schools, to say the least. With professional engineering schools, which in no sense meet the requirements of the tradesman, we are better provided than with any others. Our system of industrial education seems to be top-heavy, affording ample facilities for professional technical training, but relatively little for training in operative technics.

Public Opinion Favorable.

The one encouraging feature about the situation is the evident strong increase in the sentiment for the extension of opportunities for industrial training. The investigations of the Massachusetts commission on industrial and technical education indicate that while perhaps half of the urban children of the state are engaged in gainful occupations, the great majority of these would by their own or their parents' preference be in technical or industrial schools if there were such offering the kind of training suited to the needs of these children. The same widespread interest is manifested in the circumstance that whenever it is announced that a new industrial school is to be opened long before the time for the opening the number of applicants for registration is usually far in excess of the proposed accommodations.

Perhaps it may be well to note briefly some of the causes or reasons for the great popularity of these trade courses wherever they are offered, and to justify, if possible, the apparent need of more and better schools of the industrial education type.

President Roosevelt, in an address before the State Agricultural College at Lansing, Mich., spoke as follows: "We have been fond as a nation of speaking of the dignity of labor, meaning thereby manual labor. Personally I don't think that we begin to understand what a high place manual labor should take; and it can never take this high place unless it offers scope for the best type of man. We have tended to regard education as a matter of the head only, and the result is that a great many of our people, themselves sons of men who worked with their hands, seem to think that they rise in the world if they get into a position where they do no hard manual work whatever; where their hands will grow soft and their working clothes will be kept clean. Such a conception is both false and mischievous.

"There are, of course, kinds of labor where the work must be purely mental and there are other kinds of labor, where, under existing conditions, very little demand indeed is made upon the mind, though I am glad to say that I think the proportion of men engaged in this kind of work is diminishing. But, in any healthy community, in any community with the great solid qualities which alone make a really great nation, the bulk of the people should do work which makes demands upon both the body and the mind. Progress cannot permanently consist in the abandonment of physical labor, but in its development so that it shall represent more and more the work of the trained mind in the trained body."

A son of President Roosevelt is at present employed in a Massachusetts rug factory, which fact only goes to show the very thorough and practical way in which he puts into execution the above idea.

The Dislike for School.

The Massachusetts industrial commission, already referred to, made the startling discovery that there are 25,000 children between the ages of 14 and 16 years in that state not in school. Professor Susan M. Kingsbury of Simmons College comments upon the statement as follows:

"Only by getting in touch with the parents in the homes is the reason for the withdrawal of these children from school to be understood. Then even the results are negative. The answer is elicited that the child left school from 'choice.' This appears to be correct, for many of the parents could and would afford industrial training for these children; 76 per cent of these families were so situated. About 66 per cent of these children could have continued at school, and 55 per cent of the families declared they would send their children to trade schools. The trouble is to convince the child. Why does the child desire to leave school? Because the school life is disliked by him, through a disinclination for books and through the ineffectiveness of the school to meet the child's natural desire—to do rather than to study. The examples of other boys at work and a desire for dress like that of girls at work are also contributing agencies."

False Ideals of Schools.

Our young men and women oftentimes do not care for the high schools. It is very distressing to note the inadequacy of our high schools in their failure to retain these young people until they have scarcely more than begun this stage of their education in many cases. We school people have cherished a notion that the people out of school are chiefly those who want to come and can't.

Dean Russell of the Teacher's College, Columbia University, speaks as follows:

"Anarchy and immorality are the direct results of our inadequate public school system. The attitude of our public schools is to lead a boy to believe that he can be president of the United States, that he can become the head of a great corporation, that he can achieve greatness in professional life—can do anything except earn a day's wages by a decent day's work.

"The typical American boy or girl looks forward to occupying some high position in which they can wear handsome clothes. It has been said that no agency in the country turns more girls into the streets than the public schools. These young women have no decent way to earn their own living. The boys whom we fail to attract to our schools are the ones who make the anarchists and it is not strange considering the bringing up they have had."

Rabbi Hirsch has this to say of our public schools: "The greatest failure of our time has been the failure of education. The eighteenth century closed with a belief in the efficacy of learning; the best minds of the day dreamed of universal schooling, calling it the panacea for all social ills. We have largely realized their dream that it has not made good the promises of the philosophers of the eighteenth century. Education has not decreased the number of the criminal class; it has made them more dangerous."

(Concluded on Page 18)



POSTAL INFORMATION AND LETTER WRITING.

Supt. Charles S. Foos of Reading, Pa., has prepared a syllabus of postal information for the teachers in the public schools under his direction. The topics suggested are extremely practical and cover: (a) the addressing and return card of letters; (b) classification of mail matter, postage rates, limit of weight and posting; (c) registry of mail and money orders; (d) the delivery of mail; (e) definition and importance of letter writing; (f) kinds of letters; (g) structure of letters; (h) important details. By following this outline given and using the official "postal information booklet" teachers will be able to cover every necessary detail of the postal service to give children a good working knowledge.

Discussing the necessity for postal instruction, Mr. Foos recently reported to his board as follows:

"For several decades there has been a decided tendency in education affairs to bring instruction closer to the daily needs of the people. This has taken very positive shape in the introduction of industrial education in the public schools. The practical trend, however, has not been confined to the motor phase of education alone, but has resulted in the elimination of much irrelevant matter in arithmetic, English grammar and other branches of study.

"In recent years the study of civics, too, has been emphasized and authorized by law. This has led to instruction in public duties and responsibilities. Perhaps no phase of civic study will be more far reaching and useful in its effect, if conscientiously followed, than the proposed postal instruction.

Co-Operate with Officials.

"In order to emphasize its need the postoffice department at Washington is urging that postmasters and public school teachers co-operate, in order to have careful instruction in the schools as to the organization and operation of the postal service.

"Postmaster General Meyer, in a circular letter to the postmasters of the United States, says: 'These instructions should cover such features of the service as the delivery of the mails, the classification of mail matter, the registry and money order system, and particularly the proper addressing of letters and the importance of placing letter cards on the envelopes.

"Postmasters should arrange, if possible, to deliver personal talks to the pupils on these subjects, and should give the teachers access to postal guides and the postal laws and regulations, and lend them every assistance in securing necessary information.'

"The purpose of this instruction is twofold. It is, in the first place, intended to instruct pupils so that they may know and observe the various little but important points that will insure the proper and certain delivery of a letter and to inform them regarding the registry of mail matter and regarding the purchase of money orders so as to avoid the numerous errors which cost the government millions of dollars annually, and in the second place, to facilitate a gigantic business.

An Enormous Business.

"Few realize the enormity of the postal business of the United States conducted through more than 75,000 postoffices and employing more

than 200,000 persons, at a cost of more than \$100,000,000. We must bear in mind that every second we live 250 messages are delivered in various parts of the United States through the postal service, that this service is constantly growing, and that the department handles upward of 10,000,000,000 pieces of mail annually.

"As now arranged, the postoffice department is divided into four sub-departments. The first has charge of the administration of the post-offices, carriers and office force and the actual management of office work; the second has charge of the transportation of the mails by railway and otherwise; the third keeps the accounts and furnishes stamps, postal cards, etc.; the fourth appoints postmasters and directs the force of inspectors.

150,000 Carriers Employed.

"In the cities alone, 150,000 carriers are employed, not to speak of the ever increasing force in the rural delivery service. In the money order department more than 30,000,000 money orders are issued during a year, aggregating possibly \$250,000,000.

"Every year, however, thousands of letters and packages are miscarried through the negligence or carelessness of writers who fail to address their letters properly. Even school teachers have placed 1 cent stamps on United States postal cards and have placed a money order in their pocketbooks, thinking that that is all that is necessary in order to transmit the cash to somebody else.

"A visit to the dead letter office, at Washington, will convince the most skeptical of the value of this information. To this office the thousands of misdirected letters and packages are sent each month.

Dead Letter Office Overrun.

"Various methods are used to discover the writers of these letters, and the senders of the packages. In thousands of cases, however, the inquiry proves fruitless. In order to diminish the constantly increasing dead letter business, the postal department has deemed it wise to disseminate postal information, and the officials feel that the pupils of the public schools should be instructed so that many of the errors may be avoided.

"As usual there has been a slight outcry against this addition to the public school curriculum, the objection being raised that the course of study is already overcrowded, and that it is a departure from the purpose of the founders of public school education.

"It seems to me, however, that information of this character is decidedly more important than the study of the habits and customs of African tribes. It is unfortunate that the founders of education were not prophets. In that event they might have foreseen the progress of civilization and disarmed the critics who still live in the last century.

"With equal force it might be argued that we ought not to ride on the modern passenger train because the early modes of transportation were walking and riding on horseback and on the stage coach.

Helpful in Cincinnati.

"Postal instruction has been in vogue in Cincinnati for more than three years, and the post-office authorities assert that errors in mail matter sent out from that office have been reduced 60 per cent. This information is not only helpful to children, but to all who use the mails as a means of communicating with their fellows."

BUSY SUPERINTENDENTS.

New York City. Anticipating the possible success of the women teachers in their fight for "equal pay," the board of superintendents has issued instructions to the principals of

schools to reassign their men teachers to the classes in the last three years of the elementary school course.

Until now men teachers have been assigned to classes as low as the second half-year, while 238 men have been teaching in the fourth and fifth year classes. It was largely because women have also been assigned to similar classes that the claim was advanced by the women that they were doing the same work as the men and were entitled to the same pay.

This reorganization will remove the men from competition with the women in the first five grades and will materially lessen the number of women affected by equalization of salaries and the cost to the city of such equalization.

The reason given for the reorganization is that men teachers ought never to have been put into the lower grades, but should have been given charge of the older boys. It is also stated that the change is due to the desire to make more uniform the assignment of men in the different boroughs.

The national child labor committee is urging the passage of a law to create a "National Children's Bureau" in the department of the interior at Washington. This bureau if established is to investigate and report upon all matters pertaining to the welfare of children and child life and would especially investigate questions of infant mortality, the birth rate, physical degeneracy, orphanage, juvenile delinquency and juvenile courts, employment, dangerous occupations, accidents and diseases of children of the industrial classes, legislation affecting children in the several states and territories, and such other facts as have a bearing upon the health, efficiency, character and training of children.

Columbus, Ga. Superintendent C. B. Gibson of Columbus, Ga., presents this table per capita costs for conducting the schools in a number of cities: Columbus, \$1.84; Americus, Ga., \$1.95; La Grange, Ga., \$1.98; Augusta, Ga., \$2.40; Richmond, Va., \$1.82; St. Joseph, Mo., \$2.85; Springfield, Mass., \$3.14; Washington, D. C., \$3.36; Chicago, Ill., \$3.61; Boston, Mass., \$4.06; New York city, \$4.44; average South Central states, \$3.00; for the United States, \$4.64.

Albany, N. Y. A vocational school will be opened about March 1, 1909, under the auspices of the board of education.

Cleveland, O. Six shop centers have been requested by Supt. Elson, to extend the manual training work to all the schools. Seventh and eighth grade pupils will be benefited.



HON. MORRIS P. SHAWKEY.

Charleston, W. Va.

State Superintendent-elect for West Virginia.

Aim of Industrial Teaching in the Public School System*

By Thomas M. Balliet, Dean of the School of Pedagogy, New York University.

How can industrial education be made a part of the public school system? What modifications of present courses are necessary? What new types of schools do we need? In what order should they be established?

We must, in the first place, recognize that we must make a man at the same time that we train a mechanic. Industrial courses for boys and girls must be broad; they must do more than provide for the learning of a trade. In this rapidly changing age when trades become obsolete in a generation, and a machine in less than a decade, the very first aim of industrial education should be to make men and women versatile, to give them a broad training that will enable them to adjust themselves easily to changing conditions. There should be no trade schools for boys and girls that require no academic work and aim simply to teach trades. Furthermore, specific instruction in trades should be preceded by a broad course in manual training. Manual training is to specific trade instruction what a liberal education is to strictly professional study.

We need, therefore, manual training in all the grades of the elementary schools as a preparation for specific training in trades. Such manual training already exists in many cities, but in the large majority of our cities there is nothing of this kind. In such cities this is the first step to take.

In the second place, we need instruction in freehand drawing and designing in the elementary schools to lay the basis for industrial art training. Industrial education, without industrial art, is going to be disappointing. The elements of mechanical drawing can also be profitably taught during the last year or two of the elementary school course. All such instruction is valuable for children who are not to learn a trade later, as well as for those who are; and the cities in which it is not now provided still far outnumber those in which it is. This is, therefore, a very practical point of attack of our problem.

A New Type of Public School Is Wanted.

But we need more than this general preparation for industrial training. We need a new type of public day school. Such school should take children who have completed the first six years of an eight year elementary school course and give them a four years' course to fit them for specific industrial pursuits. Such schools would overlap the present elementary school course by two years and the present high school course by two or three years, taking children at about the age of 12 or 13, and keeping them until they are 16 or 17. All children who are 14 years of age, regardless of the grade in which they are, should be admitted. The name of such a school is of little consequence. In France it is called "higher primary." We might call it "intermediate school" or "industrial high school."

Many types of this school are needed; the particular trades to be taught should be determined by the industries of the community to a large extent, but not wholly. It will not do to force a child to learn a trade for which he has no liking, solely because there is a local demand for such trade. The interest of the boy or girl must not be sacrificed in the interest of industry. In these days of easy migration, skilled workmen are not dependent on the local demand for their trade. And yet as

a matter of economy in education, trade instruction must be largely influenced by local needs.

To establish this type of school, a thorough study of local industries and their needs must be the first step. This has nowhere been done yet as it should be. Such schools require especially equipped buildings and add to school expenses. These are difficulties to be faced. But there are still greater difficulties to be overcome. It will be impossible to compel pupils of such schools to remain long enough to learn their trade. They would be tempted to leave as soon as they have a smattering, which would enable them to earn money. This would flood the labor market with half-trained workmen to compete with skilled workmen of experience, and would bring against the school the opposition of labor unions. Such opposition under such circumstances would be entirely justifiable. Labor unions are necessary and have come to stay; if any manufacturers still harbor the hope that trade schools will be used to weaken or break up labor unions, they will be woefully disappointed.

This is not a theoretical argument, but a practical fact. Boys leave at present certain private trade schools just as they leave the public schools; and it is not true that vocational training will under present conditions keep children much longer in school than they would remain without it. This difficulty can be overcome only in one way. If manufacturers will refuse to employ a boy who leaves a public trade school before finishing his course and if labor unions will refuse to admit him, he is likely to remain in school to complete his course. School boards can do nothing in the matter. It is needless to point out that this solution of the difficulty is not yet in sight. It will be easy to get labor unions to do their part, but it will be impossible for some time to come to get manufacturers to take such a step. For these reasons, this type of school, which is perhaps the one most needed, is also the most difficult to establish, and should not as a rule be the first one to be established in a community. But it is a type of school which will surely be established, and if it turns out only well-trained, highly efficient graduates, labor unions will not oppose it. Ultimately labor unions will recognize, as some of their leaders do now, that a high degree of skill and efficiency in their trade is the best protection against unfair competition.

In certain cities where conditions are exceptionally favorable, such schools may be successfully established even now, but this is true of only a few cities.

What the Industrial School Should Do.

In such a school there should be as much academic work as pupils can take with their shop work without failing of promotion. Promotion should depend on their shop work, and none should be "frozen out" for lack of ability to do book study. Such academic work should be related to their shop work so far as possible. It should consist of English, arithmetic, the elements of algebra and geometry in their practical application, mechanics, applied physics and applied chemistry. Free-hand and mechanical drawing, design and other phases of industrial art should be taught according to the trade learned. Some of the academic courses should be strong enough to enable children after graduating to enter a regular high school with advanced standing in case they de-

sire to do so. The way should be kept open at the top for the brightest to enter higher institutions if they wish to do so. This is in accordance with American ideals.

The shop work in such a school for the first two years should consist of carefully planned manual training courses with a bent in the direction of the trade to be learned. The last two or three years should be devoted to as thorough training as is possible in a school in some specific trade. Let it be remembered, however, that no trade can be completely learned in any ordinary trade school. There is always need of shop experience before a man becomes a journeyman. The course for some trades must necessarily be longer than that for others. Some courses in this kind of school might be three, others four, and some perhaps five years.

There is need in some communities of a half-time school where children spend half their time in academic work in a public school and the other half in some local manufacturing establishments learning their trade. Such schools are entirely feasible in certain communities.

Need of Technical High Schools.

There is need of technical high schools in all of our larger cities. At present only a few schools of this type exist in any given state—such schools can train foremen and superintendents of shops, and that large group of men who come between the engineer and the mechanic. Engineering schools, technical high schools and trade schools are the three types of schools required to meet all the needs of our manufacturing industries. We have probably enough of the first kind, but there is sore need of the two last.

In the shops of these technical high schools there should be organized evening trade schools. The expensive equipments of such shops otherwise lie idle in the evening. The cost of such evening trade schools is therefore comparatively small, involving mainly salaries of teachers. There is no good reason why such a school should not be established in every technical high school. The first school of this type and, in fact, the first trade school of any kind in the whole country conducted at public expense, was established at Springfield, Mass., nine years ago.

Within the last three years, three evening trade schools modeled after this school have been established in Greater New York, one more recently at Cambridge, Mass., and one in each of several other cities. The shops of technical high schools should be open six evenings a week for instruction in trades. In such schools preference should be given to men already working at their trades, who wish to learn the whole of the trade, only a part of which they could learn in the shop of the manufacturing establishment. There is a wide demand for such instruction for workmen. If there are not enough men to fill the classes, boys over 14 should be admitted. Such schools are not difficult to establish. They are favored by manufacturers because they train their men; they are not opposed by labor unions, because they enable their members to secure promotions and higher wages and they do this without flooding the labor market.

Duties of Evening Schools.

One of the most important steps to take is to overhaul our entire system of evening schools, and establish a great variety of evening vocational schools. A system of evening schools ought to accomplish three things. First,

(Continued on Page 24)

*Address delivered at Atlanta, Ga., before the National Society for the promotion of Industrial Education.

Among Boards of Education

Philadelphia, Pa. The school board at its December meeting ordered the singing of non-sectarian Christmas carols in the public schools. Only songs which are considered broad enough not to offend any one were permitted during and before the holidays.

Berkeley, Cal. The fraternities and sororities in the high school have surrendered their charters and disbanded.

Des Moines, Ia. But one graduation every year is to be held in the schools now under a new order of the board of education.

Chicago, Ill. A request has been made to the charter committee of the city council that the salaries of teachers be paid in twelve installments instead of ten.

Worcester, Mass. The school committee is considering the advisability of receiving estimates of the cost of all supplies to be purchased and a statement of the cost and manner of distribution of the same when bought.

Champaign, Ill. The board of education has rescinded resolutions under which members of secret fraternities were denied all privileges except attendance. In place of these, new regulations have been adopted under which all high school students, who are now members of any fraternity, may continue their relationship to that fraternity on condition that they pledge themselves not to admit any new members after a set date.

A high school member of a fraternity refusing to comply with the above conditions will be relieved from all school work until he does comply. No new fraternities nor existing fraternities will be permitted after a certain date, fixed by the principal of the high school.

Lewistown, Me. To prevent abuses of the snowballing sport, the board has cautioned teachers to enforce the rules of the board forbidding the throwing of snow on the school premises. Private school authorities and the police have been asked to co-operate.

Efforts are being made by the League of Self-Supporting Women, in New York, to secure the enactment of legislation prohibiting the dismissal or forced resignation of a woman teacher from the public schools of the state on account of her marriage.

"There is no reason," says a circular sent out by members of the league, "why a woman should be obliged to give up a paying position or remain an old maid any more than there is why a man should do so and remain a bachelor. Of course, it is a fact that men are popularly supposed to be the only legitimate bread winners for the community, but the fallacy of this belief was proved years ago and stronger proofs against it are being adduced day after day."

The agitation had its origin in the unfriendly attitude of the New York city authorities, who have on occasion sought the dismissal of all married women teachers.

Worcester, Mass. The salaries of the public school janitors have been increased 13.4 per cent, adding about \$5,000 to the present cost of cleaning the school buildings. An effort was made in fixing the schedule to equalize the salaries as much as possible.

The results of the educational campaign in Louisiana are made apparent in every report from the parish superintendents. Superintendent Roy of Avoyelles parish shows that in four years the attendance of white children in his

parish has increased 58 per cent, the value of school property has increased from \$18,300 to \$115,192. A total of thirty-two schoolhouses, containing seventy-two modern classrooms, have been erected and furnished. Each building is situated on a two-acre plot of ground. Sixty-one libraries have been established in the last two years. Four years ago 78 per cent of the teachers were doing ungraded work; at present only one-third of the white teachers are not in graded schools.

Superintendent Alfred Roncovieri of San Francisco returned early last month from a European trip, which he took to study vocational training systems.

Colorado Springs, Colo. A limited scheme for separating the boys and girls in the high school recitation rooms is being tried by Superintendent John Dietrich. If the plan proves successful it will be extended to the grammar schools.

That Washington, as the seat of the federal government, should also be the seat of a great national university, at which all the states should be represented on an advisory council, was advocated at the closing session of the thirteenth annual meeting of the National Association of State Universities at Washington recently. President Edward J. James of the University of Illinois, as spokesman for a bill now pending in congress to provide for such a university, won over many of his fellow college presidents in support of the movement. The bill provides for the appropriation of \$500,000 with which to establish the initial equipment of the university. Explaining briefly the scope of the university, President James said: "The essence of this proposition is simply a national university, which shall be located at the seat of the government. It shall be a research body and an instructing body. It shall be under the control of a board appointed by the president of the United States, with ample authority to do things."

A. B. Coffey of the Louisiana State University, head of the department of education, has been selected editor-in-chief of the Louisiana School Review, succeeding Dr. E. L. Stephens.

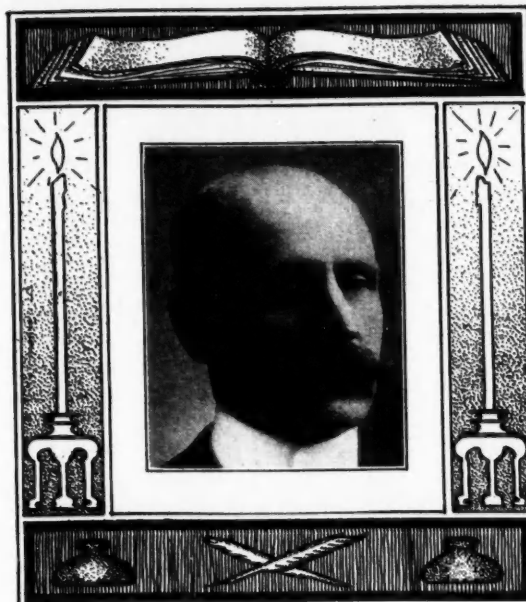
Mr. R. L. Himes of the State University has succeeded Nicholas Bauer of New Orleans as the business manager of the publication.

Mr. Coffey has had considerable experience in this work as editor of the California School Journal.

MALE TEACHERS IN HIGH SCHOOLS.

By Inspector W. H. Hand, South Carolina.

I realize that it is rash, impolitic and dangerous to say that the high schools are in need of more competent men teachers. In discussing a question like this it is difficult to confine ourselves to orderly reasoning, but for a moment let us divest the subject of sentimentality and ourselves of patronizing gallantry. The discussion is not to try to prove that men teachers are in any way superior to women teachers, but to show that each sex has a place, a very necessary place. The characteristics of the two sexes are distinctly unlike, but they are harmonious, they are complementary and supplementary. God wisely made them so. The child's welfare and development depend on what can be supplied by both sexes. The well-balanced training of the child is dependent on the retention of this harmony of dual characteris-



HON. E. C. BISHOP.
Lincoln, Neb.

He has succeeded Mr. J. H. McBrien as State Superintendent of Public Instruction.

tics; the joint training given by the father and mother makes it a symmetrical training, and the absence of the training of either parent is a distinct loss to the child. In this joint parental training the child at different stages of his physical, mental and moral growth is more dependent upon, more responsive to, and more in need of, the peculiar influences furnished by the one parent or the other. Be the child boy or girl, it needs the directing and controlling influences of both parents. A manly man is not feminine, nor is a womanly woman masculine. The moment either crosses nature's boundary line, loss of force and symmetry is the penalty.

What is true in the home life is true in the school life. In the child's education he is entitled to the influences of both sexes as teachers. For the first five years of a child's school life the average man as its teacher is all but a failure as compared with the average woman. The woman is more patient and gentle and sympathetic, and is in every way better fitted to furnish what the child most needs. About the time the boy enters his 13th year he begins to manifest radical changes in his disposition, in his tastes, and in his ideals. He still needs patience, gentleness and sympathy, but he needs something more—restraint and control, perhaps, for he is a young animal and must be controlled without being subdued. But he needs something even more important than mere control, he is yearning for that unconscious tuition which is involved in association with a manly man. The time has come for him to imitate, and to whom should he turn with more confidence than to his teacher? What mother of judgment would have her boy imitate the most perfect woman of her acquaintance any more than she would have her girl imitate the most perfect man of her acquaintance? The silent power of imitation must never be lost sight of, and the boy's craving the companionship of a manly man must not be ignored. To be perfectly candid, we are not going to keep the boys through a four-year high school course unless we give them more men teachers. The sentimentalist who insists on all women teachers for the high school knows deep down in his heart that he does so because they can be had for about one-half the salary an equally competent man will demand. Now, if the sentimentalist is sincere, let him give the woman high school teacher the same salary her male equal would get. Report.

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School Hygiene: A Factor in Public Advancement

By PIERCE KINTZING, B. Sc., M. D. Baltimore, Md.

(Continued from December)

Beginning with the most important of our objective factors, let us consider: The school building, its development, its excellencies and imperfections.

America is a country of extremes, and, I regret to say, quantity rather than quality oft-times has been our watchword—we want the biggest and costliest. But these adjectives, as a rule, have not been used profligately in the description of our school edifices. There probably is not a large city in the United States that is adequately supplied with school buildings, even as regards number and location, not to mention other lacks. It is not a sufficient answer to this indictment to reply, "We have not the money." I deny it.

Which are cheaper, schools or almshouses? industrial institutes or reformatories? polytechnics or hospitals? manual training or municipal relief, with all that these stand for?

Sociologists have worked out mathematically what physicians long have held theoretically, that the best preventive of crime is lucrative employment, that the most effective corrigent of sickness is practical—which means gainful—efficiency. Hospitals are fullest when times are hardest.

Buildings should be adequate in both size and numbers to accommodate our ever augmenting population. In construction, insufficient margin is provided for national and municipal growth. Especially should buildings be surrounded by adequate land to insure ample light and air for all times and against all contingencies, and to afford sufficient space for playgrounds. The originator of the expression, "Free as air," did not live in a modern metropolis. The recognition of the necessity of play for the production of the healthy child-mind and child-body is only now spreading—and that through propagandism—from the few to the many.

Building Code Needed.

The direction and slant of light, the size, number and location of windows, the height of sills, relative to floor area, the disposition of classrooms—all factors of the utmost importance—are not seldom trusted solely to the fancy of the architect, instead of being carefully regulated by a general code. Whenever possible, the housing of different grades in the same building should be avoided, otherwise lack of harmony in structure or unsuitability in the details mentioned is sure to result.

Often, in cities, buildings are modified, squeezed and altered to fit the exigencies of the land they are to occupy, rather than conceived upon broad general principles and placed upon suitable and commensurate building sites.

That the judgment of architects in the matters adduced is not always trustworthy is proved by the incidents cited by intelligent examination of structures and accidents befalling—as the heart-rendering Collinwood fire. In Germany the height and depth of steps, the width and number of staircases in all assembly buildings, including schoolhouses, the width of corridors, the size, number and pattern of exit doors, as well as many of the other details just enumerated, are carefully regulated by law.

And—a most astonishing and incomprehensible state of affairs, viewed from the American standpoint—in Germany laws and ordinances are enforced. The Germans have not yet reached the elevation of refinement wherein laws are freely enacted to satisfy public demand, then utterly disregarded in order not to offend nor hurt the interested powers. Even

England is behind America in this high respect.

Classroom Planning.

Tiling, an ideal flooring for many purposes, is unsuited to school uses, owing to its heat conducting and resonant properties. There is opportunity for invention and improvement in flooring, both as to material and methods. Thus far, seemingly, the best is well filled hardwood or Georgia pine so laid in asphalt that all seams are perfectly stopped. An uncovered floor with open cracks never can be made nor kept clean. Floors laid in the manner described are rat and vermin proof and stand repeated flushings without damage.

Windows should be provided with inserted metallic weather strips—the most effective device for the purpose yet invented—thereby rendering them noiseless and excluding all dust and drafts—a consummation devoutly to be wished. All doors, of course, should open outward, and an exit two meters in width should be allowed for one hundred pupils. For 300, at least two such openings are necessary.

It is well known that desks ought to be so placed that the light falls from over the left shoulder, that blackboards shall receive no reflected light, that no direct light shall fall into the eyes of pupil or instructor. The necessity for artificial lights in day schools is an indictment against the suitability of the building for school purposes. The monotonous, glaring white plaster walls, so widely prevalent in America, are detrimental to eyesight, conducive to mental fatigue, as well as trying esthetically. School walls should be painted in soft, harmonious tones, preferably quiet greens or grays, relieved by simple, well chosen designs. Such walls better exclude dampness and will stand washing, whereas plain plaster may not be wet without detriment, is with difficulty kept clean of dust, and soon becomes soiled and unsightly.

Blackboards are necessary abominations, apparently to be endured until genius provides a proper substitute. They are menaces to health at best, and should be of sufficient size to obviate the necessity for cleaning during the school hours—generally impossible. They should be of material allowing damp cleaning, and dry erasing never should be permitted. So-called dustless chalk lessens the evil, but does not eradicate it.

Heating and Ventilation.

The ordinary hot air furnace is an abhorrence, spreading dust and gases to the uttermost parts of the buildings. Smoke stains are standing evidence of its unfitness. Steam and circulating hot water are better, but render confined air too dry. For health, the percentage of aqueous vapor should not fall below 65. Young, growing children should not be kiln-dried. I am in favor of air-fed, boxed, basement radiators, supplied with air directly from the outside, thence conducted by flues to the points of distribution. When necessary, the current may be augmented by an electric fan. This system, combined with properly placed exhaust flues, guarantees abundance of fresh air. By placing strainers in the supply conduit it is rendered dustless. The objection is that it is less economical than the systems in more common use.

At this point I wish to digress a moment to sound a warning note against living in high artificial temperatures. American houses and buildings are overheated, and it is incontrovertible that much ill health results therefrom. Sixty-five degrees F. is sufficient warmth for

properly fed, properly clothed persons in sound health, especially when congregated together. A temperature of 65 degrees F. combined with 70 per cent aqueous vapor, is more comfortable to the average individual than a temperature of 70 degrees with a relatively low percentage of vapor. Our summer days with high humidity demonstrate the proposition, but we forget the lesson in cold weather.

Sanitary Conveniences.

Toilets should be ample in number, easily accessible, and if remote from the main building, should be provided with protected approaches. Our latest sanitary patterns leave little to be desired save proper provision for their care and cleansing. Certain, separate accommodations should be provided for teachers. Incalculable harm to health has been done in the past by primitive and improper arrangements, embodying condemnatory parsimony; and I know of no phase of school hygiene standing, today, in greater need of improvement, especially in rural districts, than this one.

If cleanliness be next to godliness, the modern school child's chances of salvation are indeed few. The mighty influx of foreigners of the lower class, with innate distaste for soap and water and utter disregard for vermin, has necessitated a complete change of arrangement in the schools of all places where that element abounds. Time was when cleanliness was not the concern of the teacher, but *omnia mutantur* is as true today as when Brobonius said it; then, too, self-preservation is the first law of nature.

Baths, preferably shower baths, are necessary not only to secure comparative cleanliness, to dislodge vermin and inculcate habits of decency, but to prevent the actual spread of disease—especially parasitic and skin diseases. A medical inspector reported not long ago that he had found on the East Side in New York children whose underclothing was so fast sewn about the body as to make it impossible to undress them. One child had been thus ensnathed for forty weeks. Further comment is unnecessary.

Suffice it to say that while the bath is rapidly becoming a necessary school measure, its enforcement should be judicious, exercised with rare discrimination, necessitating a course of special—though simple—instruction to the teacher.

Desks and Seating.

In the happy old days, when the school commissioner's duties were to collect taxes, elect the teacher and adorn the platform at the annual school exhibition, few of the foregoing questions troubled his conscience. The carpenter who built the building made the desks and benches. The ornamental wood carving was done later by the pupil. The scholar was made to fit the bench, never the bench to fit the scholar. Resulting backaches were treated at home with castor oil and sulphur, and curvature of the spine was traced by the mother to the father's ancestry. Myopia was a kind of stubbornness, to be ridiculed, and stooping, pigeon breast and kindred deformities were to be corrected by the switch. Such benches confirmed the doctrine of the survival of the fittest, but left a stigma unto the third and fourth generations of the sufferers, and many of us are still paying tribute.

Very early in the renaissance of school hygiene those atrocities attracted attention, and busy minds set themselves to work to correct the evil.

(Concluded on Page 23)

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Greeting.

A Happy and Prosperous New Year to everybody, and our cordial thanks to those hosts in the educational field who, by their advertising and subscription patronage during the past year, have continued to show their confidence in us and in the Journal.

THE EDITOR.

SEND YOUR SUPERINTENDENT.

The annual convention of the department of superintendence of the National Education Association will be held February 23, 24 and 25, at the Auditorium hotel in Chicago.

This national gathering of superintendents is the most important of the year. It not only brings together the leading educators of the land, but takes up for solution problems which affect every public school system, be it large or small.

Every city and county superintendent in the United States should attend. The inspiration, the practical knowledge and the professional strengthening which he gathers here can be carried back to his own schools. Thus, the value of these gatherings to the common school interests becomes immeasurable.

The duty of the school board here is plain. It should not only permit its superintendent to attend, but should order him to go and cover the cost out of the school funds. No expense incurred by a board will yield a better return toward raising the standard of the schools. The good things which the superintendent carries home with him he will give to the schools.

The most progressive school boards all over the country, for many years, recognized the importance of these national gatherings, and have ordered their superintendents to attend. In fact, the greater majority of school boards now cover the superintendent's expense, which, considering the returns received, is only nominal.

The duty of the school board is to make the superintendent go whether he wants to or not, and to compel him upon his return to make a concise report of the valuable discussions which he has heard.

DAY SCHOOLS FOR DEAF.

Day schools for children who have not the use of their organs of speech and hearing have amply demonstrated the fallacy of the old idea that these unfortunates cannot be educated, except in institutions.

The success of special classes conducted in connection with the common schools has exploded the theory that deaf and dumb children must necessarily be asylum inmates.

The institutionalizing influences of boarding schools for the deaf have been justly complained against by school men. The mark which such schools put on their charges takes years to eradicate, and many are never able to take a place in the world which their abilities would warrant.

The day school, on the other hand, gives the deaf child all the advantages of the boarding school, without removing him from the influences of home or from the companionship of parents and of normal children. It is able to impart the same instruction, and where the vocal organs are not hopelessly paralyzed or atrophied, to train the children to speak just as the institutions train them. In the meantime the children are given invaluable experience of dealing with conditions which they must meet in later life. The helplessness of the asylum charge is thus entirely removed, and the children grow up to be useful citizens and not objects of charity. Partially deaf children are led to take their places in the regular classes, and some are able to attend the high schools and take up the ordinary courses.

No school board which finds even a small number of deaf children within its community should hesitate to employ a competent teacher and open a special class for them. Their education should be the concern of local authorities, and should not be shifted upon the state, if at all possible. Trained teachers are available, and funds can be secured.

MERIT SYSTEMS.

The Chicago "merit system" under which the salaries of teachers are advanced is likely to receive a severe setback in the estimation of school administrators from revelations made last month. It would appear that the "efficiency mark" of a teacher may depend upon the sole opinion of either a principal or superintendent. With the absolute secrecy which surrounds the operation of the plan, a perfectly satisfactory teacher may lose her right for advanced pay even though her principal and district superintendent may agree individually that she deserves it. The careless transcribing of the memoranda of the district superintendent may place a teacher in jeopardy, and compel her to fight a month before she obtains justice.

Such was the experience of Miss Alice Patchen, a teacher who had been considered of superior merit by both her principal and the district superintendent.

The Chicago merit plan lacks unity. There appears to be no co-operation between the factors which supervise the teachers and rate their work. Again, the teacher is given no information as to the estimate which is placed upon her, except a notice that she is efficient or deficient—and that long after the end of the school year. She is not told where she is weak, or where she should strive to improve.

The Chicago teachers are fighting to have the system abolished. They wish, first, to have the secrecy which covers the markings to be removed. So far, we think, they are correct. But, they want more. They wish every teacher marked "efficient" or "inefficient," without any regard for the degree of merit or demerit. In this they are wrong, because they strive to remove the middle ground of mediocrity from which it is desirable to raise the average teacher. They remove the competitive idea, which is the best feature of Supt. Cooley's plan.

The Chicago merit system needs revision by which district superintendents and principals will co-operate, and the teacher will be told where she is defective, where she must improve. The competitive idea must not be removed.

SCHOOL BOARDS VS. COUNCILS.

The school board of St. Paul, Minn., is engaged in a lively controversy with the common council of that city over the spending of certain funds which the latter body desires to control. Thus far the school authorities have been worsted by an unfavorable opinion of the city attorney.

Trouble such as the St. Paul schools are experiencing has not been uncommon in the past. School boards in many cities are restricted in their powers, which afford the city councils an opportunity for interfering. It is significant that interference usually makes itself felt when funds are to be expended or budgets are to be made up.

The school board's only remedy, as a rule, lies in an appeal to the state legislature, and here relief is not always forthcoming, because the members of the city council are usually the better and the bigger politicians.

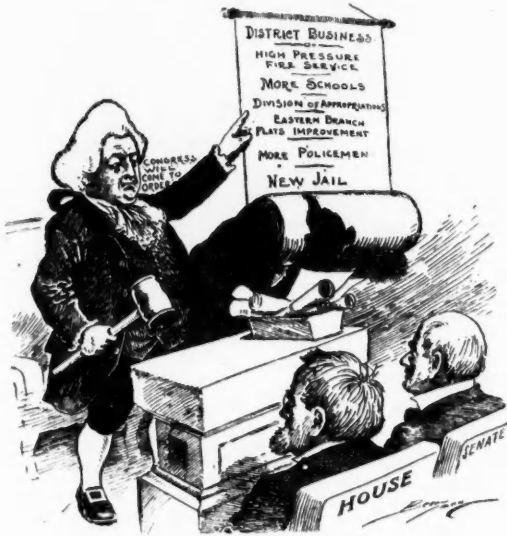
The schools must be free from the domination of politicians, not only in the direction of scholastic matters, but also in the business affairs of the school board. School board members cannot render their respective communities any more important service than promoting the divorce of the schools from the domination of aldermanic authority.

VACUUM CLEANING.

Students of school hygiene have for years recognized the dangers of dust in the school room, and have persistently agitated for better methods and means of cleaning. The solution of the problem has been found, we think, in the suction or vacuum systems for removing dust.

So important a medical authority as the London Lancet has this to say about vacuum dust removing apparatus:

"The broom threatens soon to be as obsolete as the old copper warming-pan, judging from the number of vacuum dust-removers which are being placed upon the market. The change is one which must meet with the unqualified approval of all who know what a breeding ground of disease is the common dust of our houses. Every housewife who is possessed of cleanly instincts should welcome an apparatus which removes dust instead of scattering it in all directions, lost to the senses, so to speak,



The District of Columbia Asks Help for its Schools.



Prof. Bailey Investigates Conditions in the Far North West.



The Schools Aided Materially in the Anti-Tuberculosis Stamp Campaign.

for a time by its attenuation in air, only sooner or later to settle again on the shelves, pictures, curtains and carpets in a thin film. Moreover, the removal of dust and its collection in a receptacle by means of the vacuum-cleaner permit of its absolute destruction by fire. Bacteriological science can easily demonstrate the existence of disease germs in common household dust and there is evidence of an eminently practical character that dust is otherwise a source of disease; there could hardly be a more effectual means of spreading the infective and irritating particles than the old-fashioned broom. The method is not only insanitary, but absurd from the point of view of its application. The broom may clean the surface of a carpet, chair or curtain effectually enough, but the dust is only removed to be scattered elsewhere, and to be spread over an even wider area than before. The great and important difference between the cult of the broom and the vacuum cleaner may be summed up by saying that, while the former is calculated to spread disease, the latter enables the dust and its pathogenic contents to be removed and destroyed by fire. The method of removing dust by means of the vacuum cleaner has, therefore, everything to be said in its favor, and it is to be hoped that the apparatus will become so moderate in price as to be within the reach of all. The passing of the broom when it comes to be un-

fait accompli, will be a fact of great sanitary significance."

What the editor of the Lancet says applies to school houses with more force than to any other class of structure. Any teacher will agree with us when we say that school rooms are the dustiest enclosed areas, outside of factories where dust-producing operations are carried on, inhabited by growing children or adults.

Amende Honorable.

An editorial in the December Journal erroneously credits a suggestion for the creation of a state school architect to Graded School Inspector S. A. Challman of Minnesota. The honor for this timely recommendation is due to Mr. J. S. Aiton, high school inspector of the same state. The reports of both gentlemen were examined at the same time, and in some inexplicable manner the authorship of the quotation printed was misstated.

The city of Cleveland, Ohio, growing at the rate of 25,000 inhabitants each year, must build a new high school every three years to keep up with the population. This fact has been brought out in figures compiled for the director of schools, which show that each city high school serves the needs of a population of from 65,000 to 91,000, the average being less than 75,000. The newly completed Technical High school is not taken into consideration, because it draws from all parts of the city.

Minneapolis, Minn. A rule has been adopted by the school board that principals submit a postoffice receipt with their monthly statement

of postage expenditures. The action of the board is a result of disclosure of lax business methods.

St. Louis, Mo. A new rule of the board of education allows every kindergarten director an assistant for the first forty-five children enrolled. An additional paid assistant will be provided for each thirty pupils over sixty.

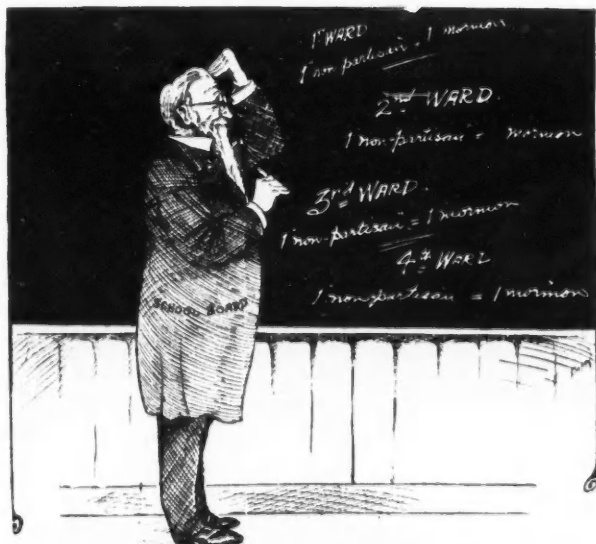
Wheeling, W. Va. A substitute teacher has been appointed for each school district in the city at a stated salary of \$25 per month. When not taking the place of regular teachers, these substitutes will visit classes and give individual attention to backward children. The rules of the board have been changed to make such employment of substitutes possible.

Houston, Tex. Baths will be installed in one of the public school buildings as an experiment.

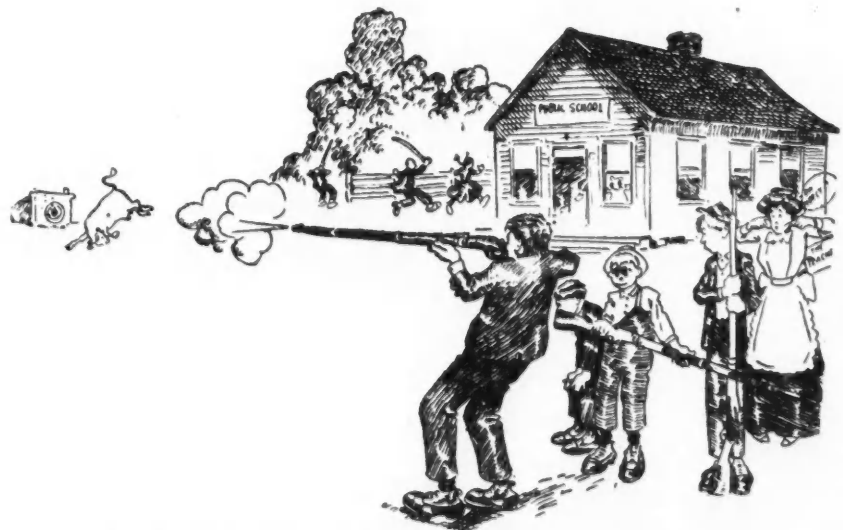
After an investigation State Printer T. A. McNeal makes the estimate that the state of Kansas can print its own text books for use in the public schools, just as good books, on just as good paper, for a little more than half what the state now pays for its books.

The total cost to Kansas people for school books during the last year was \$477,342. McNeal estimates that the same books could have been printed by the state and delivered to the pupils at a cost of \$253,152.35. This would mean a saving of \$224,189.65 to the people of the state had the state published these books instead of the school book publishing houses.

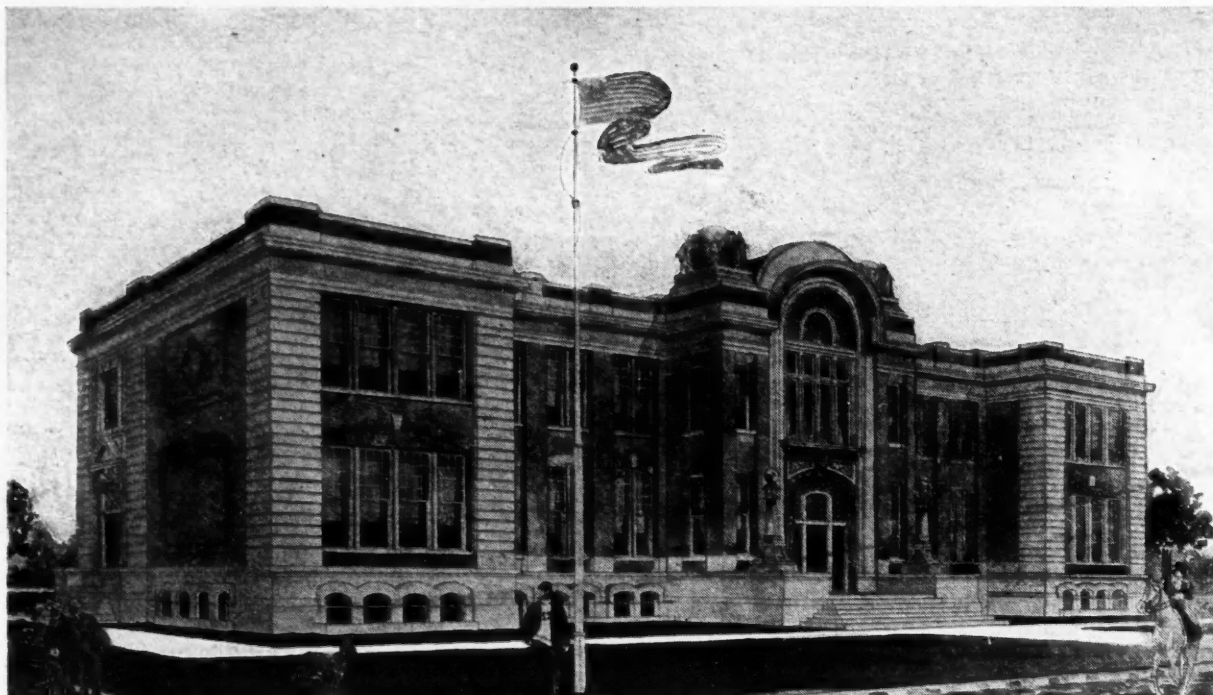
Salt Lake City, Utah. A blanket increase of \$2.50 per month has been granted to the teachers, to take effect at the beginning of the second semester. By this the maximum of elementary teachers is raised to \$87.50 per month, and that of principals to \$187.50.



The Salt Lake City School Board is Involved in a Religious Political Fight.



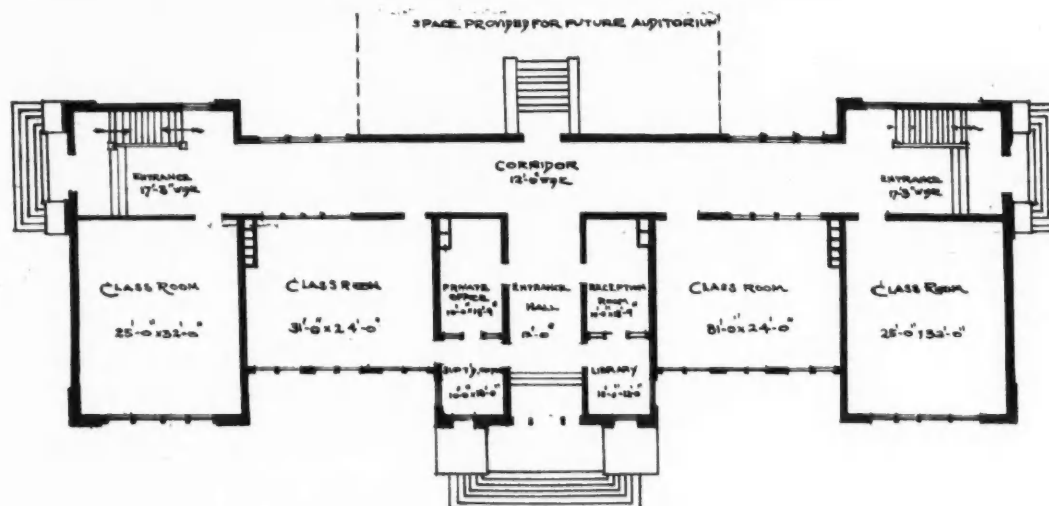
An Illustration of the Possible Working of Pres. Roosevelt's Suggestion for Teaching the Use of Fire-arms.



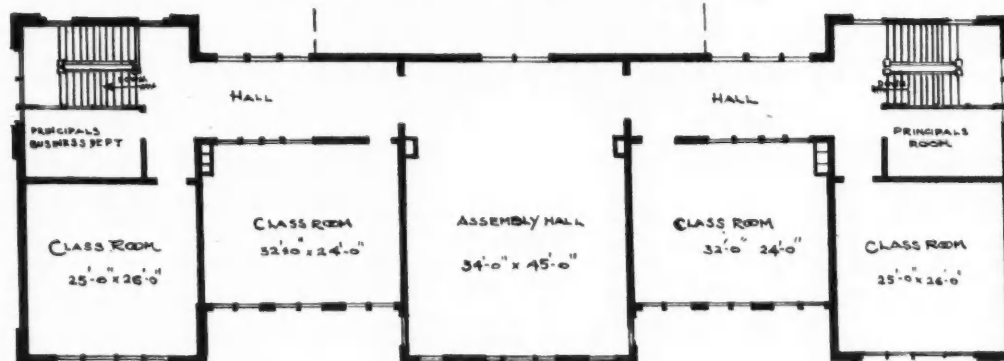
NEW HIGH SCHOOL BUILDING, CENTER, TEXAS.
Mr. L. S. Green, Architect, Houston and Shreveport.

Center, Texas, High School.

Built of brick and stone. Basement contains rooms for heating and ventilating apparatus, separate toilet rooms, lunch rooms, and manual training department. The latter are well lighted by large windows from one side. The heating is effected by an indirect steam system. The first floor, of which the plan is below, has four standard classrooms, offices, reception room and a library. The corridor and stair arrangement is especially noteworthy. The passages are especially wide and contain, along the walls, steel wardrobes. The stairs have been placed as far apart as possible for safety in case of fire. The second floor is similar to the first, with the exception of an assembly room. The latter will be converted into a classroom when the auditorium is built. The building cost \$40,000.



FIRST FLOOR PLAN, CENTER, TEXAS, HIGH SCHOOL.



SECOND FLOOR PLAN, CENTER, TEXAS, HIGH SCHOOL.



PERSPECTIVE, NEW SOUTH SIDE BRANCH, PUBLIC LIBRARY, MILWAUKEE, WIS.
Phillip & Brust, Architects. (See opposite page.)

WIDER USE OF SCHOOLHOUSES.

The use of public school buildings for other than strictly instructional purposes is growing with surprising rapidity. The reasons for a fuller utilization of the plant are becoming better understood.

A writer in the Baltimore Sun well says:

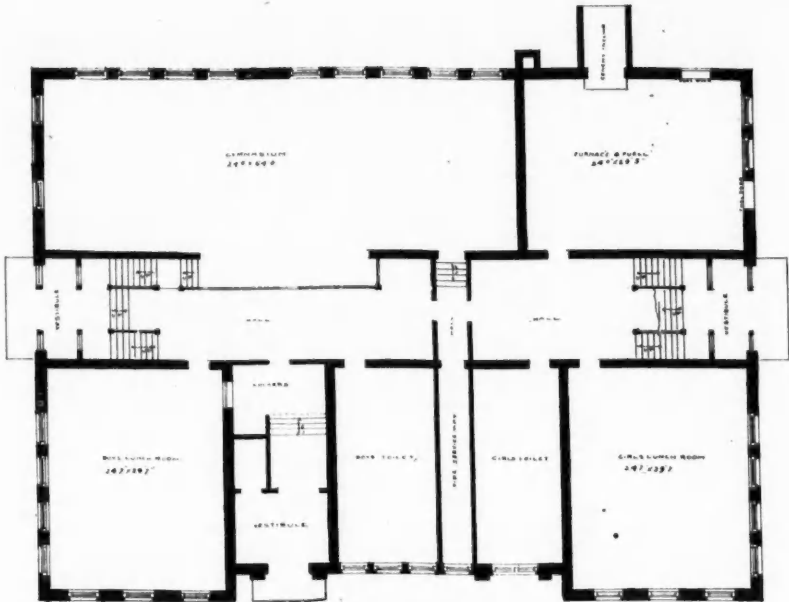
"The schoolhouses of this city cost the people a large sum of money, and they lie idle about half the days of the year and more than half the hours of the days that they are in use. What would be thought of a business or manufacturing firm that would have its plant idle so large a proportion of the time? The schoolhouses are intended to promote education, and they should be freely used for all proper educational purposes, whether for lectures or otherwise. Nor is there any necessity for confining their use to children. If it is possible to instruct and entertain grown folk by evening lectures in the schoolhouses, they should be freely opened for that purpose. If it is objected that the wear and tear of this use would be detrimental to the buildings and schoolrooms, that consideration should not stand in the way of using them for all proper objects. The school buildings are intended for use. They should be protected from injury, of course, and it is entirely practicable to have them thus protected by caretakers and custodians. The schoolhouses should be put to some practical educational use during the summer vacation also, and in that way the injurious influences of the streets upon childish character could at least be partially counteracted. In every way that they can be utilized for the benefit of the public, in promoting intelligence and educat-

ing the people, the schoolhouses should be freely used."

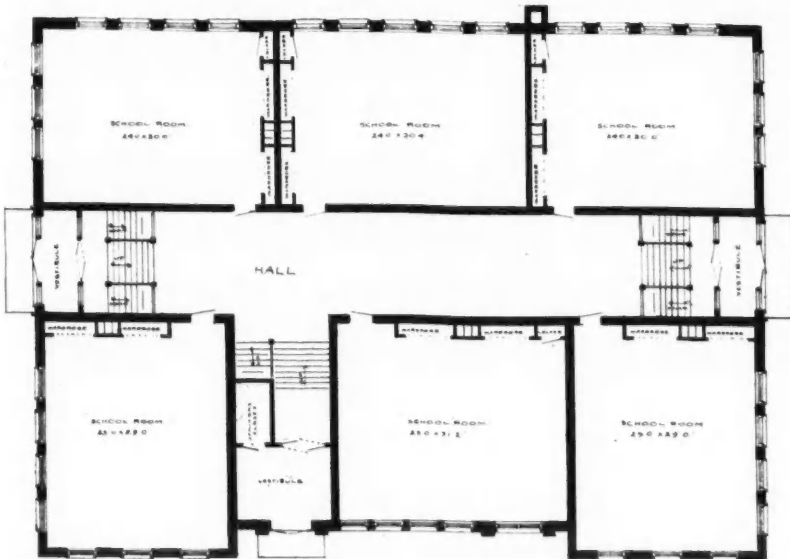
WASH ROOMS.—A wash bowl, soap and

towels are properly a part of the equipment of every school. These are usually placed in an ante-room of the toilets. In large schools a regular wash room is provided.

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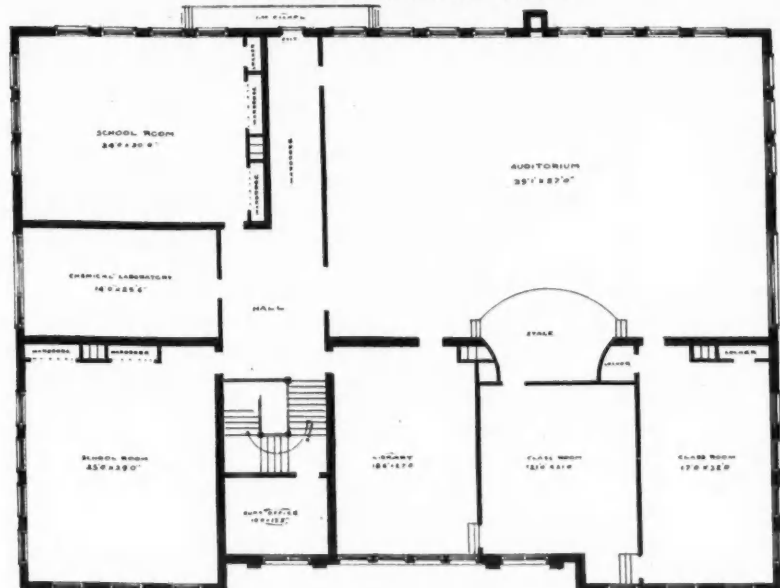
BASEMENT, LANCASTER, MO., SCHOOL.



FIRST FLOOR PLAN, LANCASTER, MO., SCHOOL.



NEW HIGH AND GRADED SCHOOL, LANCASTER, MO.
O. A. Houghland, Architect, Chariton, Ia.



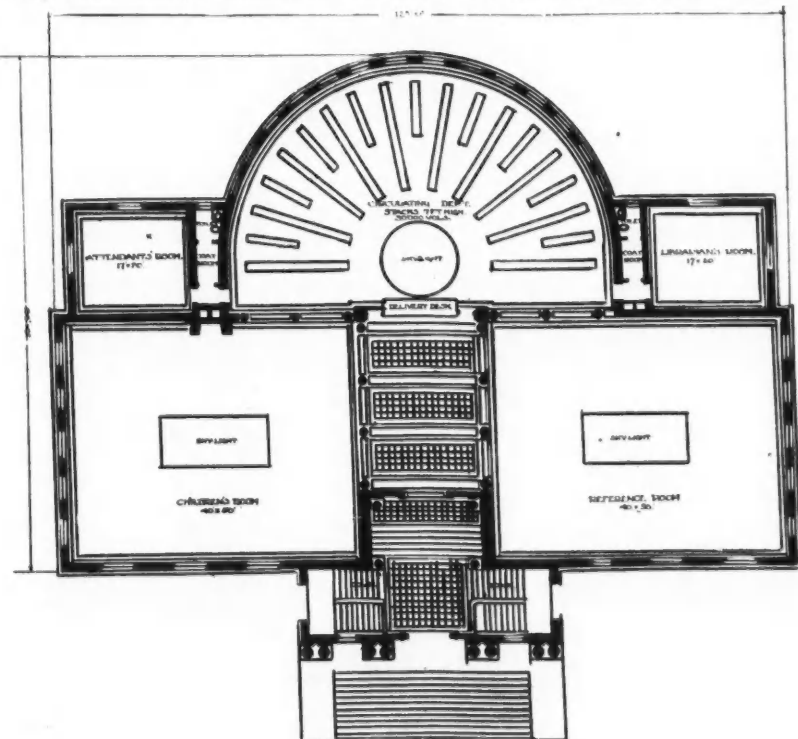
SECOND FLOOR PLAN, LANCASTER, MO., SCHOOL.

PERSPECTIVE AND PLANS OF NEW HIGH AND GRADED SCHOOL, LANCASTER, MISSOURI.
Mr. O. A. Houghland, Architect, Chariton, Ia.

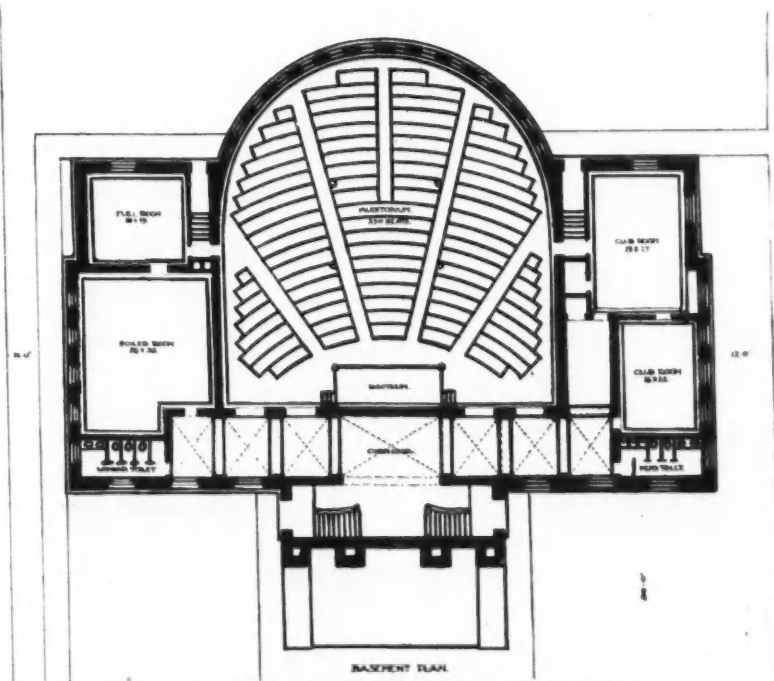
This building is strictly fireproof throughout. All floors and the roof are built of steel beams and concrete. The exterior basement walls over grade are St. Louis paving brick up to the water table. Above that the exterior is red pressed brick, trimmed with Bedford stone.

The basement contains a large gymnasium, a boiler room, separate lunch rooms and toilets. Six standard classrooms, fitted with ventilated sanitary wardrobes, are on the first floor. The principal's office is on a mezzanine floor above the vestibule. The assembly room, on the sec-

ond floor, will seat 200 students. In connection there are two classrooms, a library and a laboratory. The general contract of the building amounted to \$20,456, exclusive of heating and plumbing.



MAIN FLOOR PLAN.



BASEMENT PLAN.

FLOOR PLANS OF THE NEW SOUTH SIDE BRANCH, PUBLIC LIBRARY, MILWAUKEE, WIS.
Philipp & Brust, Architects, Milwaukee. (Description page 12.)

Program for Department of Superintendence

The preliminary program for the convention of the Department of Superintendence has been issued by Secretary Shepard and reveals a wide list of topics of current interest. As previously announced, the general meetings will be held Feb. 23, 24 and 25 in the Fine Arts building, adjoining the Auditorium hotel, Chicago. The round tables will be in the parlors of the hotel, where also the headquarters will be located.

The railway lines of the Central Passenger and Trunk Line Associations have granted a rate of one and one-half fare, for the round trip for the convention on the certificate plan. It is practically certain that all of the connecting railway associations on the south and east will concur in this rate. The department has been obliged, however, to guarantee one thousand certificates from the territory before any half fare return tickets can be issued.

The lines of the Western Passenger Association have not yet consented to make any reduction of rates for this meeting. It is hoped, however, that a reconsideration by the lines in interest will result in granting the usual reduction on the certificate plan. If so, the certificates from the Western Passenger Association lines will be counted in making up the required one thousand certificates; otherwise it will be necessary to secure the attendance on the convention of one thousand certificate holders from territory east and south of Chicago in order to secure the reduced return fare.

A second program bulletin will be issued about Jan. 20, in which final action regarding the rates will be announced.

The program, as far as completed, is as follows:

TUESDAY MORNING.

The Elimination of Waste in School Work.

1. The Next Step in the Simplification of the Elementary School Course—Supt. J. B. Richcy, McKeesport.
2. The Retardation of Pupils in Studies—Supt. J. M. Greenwood, Kansas City.
3. In Class Instruction, How Can the Individual Be Reached?—Supt. W. R. Siders, Pocatello.

TUESDAY AFTERNOON.

The Schools in Relation to Character Building.

1. Spiritual Values in Teaching Beginners to Read—Supervisor Margaret McCloskey, Newark.
2. Moral Enthusiasm in the Making—Supt. A. D. Call, Hartford.
3. How the Schools Can Contribute to Ethical Training—Ella Lyman Cabot, Boston.
4. The Moral Influence of Music—W. L. Tomlins, New York City.
5. The Modern Peril—J. W. Abercrombie, Tuscaloosa.

TUESDAY EVENING.

The Problem of the Delinquent Pupil.

1. What to Do with the Truants—Bert Hall, Milwaukee.

2. What Share of the Blame for the Increase in the Number of Truants and Incurables Belongs to the Schools?—Julia Richman, New York City.

3. A Simple Story of Work with Boys—John E. Gunckel, Toledo.

WEDNESDAY MORNING.

Articulation of Higher Educational Institutions with Secondary Schools.

1. The Relation of the University to the Secondary School—S. D. Brooks, Boston.
2. Should Higher Educational Institutions Adapt Their General Courses to the Better High Schools?—(Speaker to be supplied.)
3. College Entrance English in the High Schools—G. M. Philips, West Chester.
4. What Modifications Are Desirable in College Entrance Requirements?—Supt. C. P. Cary, Madison.
5. Some Personal Relations of College and High School—W. E. Chancellor, South Norwalk.

Discussion led by Supt. C. E. Chadsey.
Annual business meeting.

WEDNESDAY AFTERNOON.

Industrial Education.

1. The Dignity of Vocation as a Fundamental Idea in Industrial Education—K. Butterfield, Amherst, Mass.
2. Shall Industrial Education Be Treated as a Phase of General Education?—Eugene Davenport, Urbana, Ill.
3. Industrial Education as a National Interest—Elmer Ellsworth Brown, Washington.
4. Continuation Schools—E. G. Cooley, Chicago. Discussion led by Ernest E. Balcomb, Stillwater, Okla.

WEDNESDAY EVENING.

Joint Session with American Hygiene Association.

1. Hygiene of the Public Playground—George E. Johnson, Superintendent of Playground Association, Pittsburg, Pa.
- Other topics and speakers to be announced.

THURSDAY MORNING.

- (A)—Round Tables of State and County Superintendents—Led by J. B. Aswell, Natchitoches, La.

1. The Worth of a Trained County Superintendent.
2. Is the Employment of Untrained Teachers the Cause or the Result of Low Salaries?
3. The County Superintendent's Duty to the Untrained Teacher in the Service.
4. The Question of Agreement Upon the Fundamental Group of Statistical Items Which Shall Be Uniform for all the States.
5. The Reorganization of the Library of the Bureau of Education with a View to Make It an Agency for Effective Co-operation with Pedagogical Libraries Throughout the Country.

- (B)—Round Table of Superintendents of Large

er Cities—Led by Supt. W. M. Davidson, Omaha, Neb. (Program to be supplied.)

- (C)—Round Table of Superintendents of Smaller Cities—Led by Supt. Vernon L. Davey, East Orange, N. J.

1. Industrial Training—What Is Feasible in Cities of Fifteen Thousand to Sixty Thousand Population, and of What Kinds? (a) Grammar Schools; (b) High Schools; (c) Vocational Schools.

2. The Ward School Principal. (a) His Necessary Training Before and After Appointment; (b) How Can He Be of Most Service?

3. The Problem of Slow Pupils—How to Handle Them. (a) In the Elementary School; (b) In the High School.

THURSDAY AFTERNOON.

1. The Call of the Nation to the Public Schools—Samuel P. Orth, Cleveland, Ohio.

2. Fundamentals in the Elementary School Curriculum—Junius L. Meriam, Columbia, Mo.
3. The Functions of a City Training School—John W. Withers, St. Louis, Mo.

MILWAUKEE LIBRARY BRANCH.

A maximum of simplicity and usefulness with a minimum of cost for maintenance and administration have been the leading thoughts emphasized in the construction of the south side branch of the Milwaukee Public Library.

The exterior is a modification of the Ionic style, built in light colored brick and grayish limestone. Floors, walls and roof are of steel and tile, making the structure absolutely fire-proof.

The basement contains an auditorium, seating 550 persons, and suitable for all sorts of public meetings, such as lectures, debates, literary program, etc. Two well lighted club-rooms are provided, which may be used for social center purposes. It should be remarked that the basement entrances have been arranged so as not to interfere with the library, and thus insure the widest possible use of the auditorium and clubrooms.

The library proper consists of a reference and reading room, a children's room and a circulating department. If need be, all three rooms can be supervised by a single attendant from the delivery desk. The reference and children's room are each 40 by 50 feet in size, lighted by large windows on the front, half windows on the sides, and a skylight above.

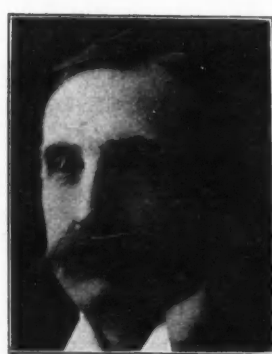
The main book shelves will hold 30,000 volumes, and fully 10,000 additional books will be placed in the reference department.

The contracts for the building amount to \$65,000, including plumbing and heating. Brust & Philipp, Milwaukee, are the architects.

TRADE SCHOOLS.—The industrial education movement is in its infancy in the United States. While it is recognized that education should fit for practical use in life, the idea that the development should be symmetrical has retarded the influence of trade instruction.



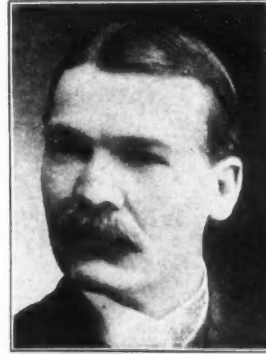
SUPT. W. M. DAVIDSON,
Omaha, Neb.
Roundtable Leader.



PROF. G. E. JOHNSON,
Pittsburg, Pa.
Speaker.



SUPT. W. E. ELSON,
Cleveland, O.
President of Department



SUPT. A. C. NELSON,
Salt Lake, Utah.
Secretary of Dept.



HON. S. P. ORTH,
Cleveland, O.
Speaker.

A few of the speakers and officers of the Department of Superintendence.



INDIANA

Partisan the public opinion expressed by the superintendent in issued lies in div

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School Administration

INDIANA SCHOOL SYSTEM ANALYZED.

Partisanship is detrimental to the welfare of the public schools of Indiana, according to an opinion expressed by Fassett A. Cotton, state superintendent of public instruction, in a bulletin issued last month. "The hope of education lies in divorce from politics," he says.

The subject discussed in the bulletin is "The Indiana School System: How It Works." The bulletin says:

"The school system of Indiana is very simple in its organization and is easily understood. It consists of (1) a state superintendent of public instruction, with a state board of education of eleven members; (2) a county superintendent of schools with a county board of education consisting of township trustees and presidents of school boards; (3) township trustee with a township advisory board of three members; (4) a city or town school superintendent with a city or town board of education of three members. These units, working separately and together in their several capacities, bring the splendid results in the educational affairs of the state."

After setting forth the various duties of each official and employee named in the list, and outlining the manner in which the work is done, the bulletin continues:

"There are many points of strength and there are many weak points. Perhaps its strongest feature is its unity of purpose from top to bottom and from bottom to top. And it has unity of purpose rather than a mere tendency toward mechanical uniformity. In so far as the system encourages ability in its teachers and leaves individuality unhampered, and the right of initiative unquestioned, it is to be commended. In so far as it seeks to place its teachers in the treadmill of mere mechanical routine it is to be condemned."

"The members of the state board of education are very busy men. They are occupied with the work of their own schools and offices and have, in addition, the many duties of the board imposed upon them by law. Perhaps this dual nature of the work of the board is the cause of its greatest weakness. In the light of the additional duties of inspecting normal schools and certified high schools, provided by the last legislature, and of the new needs of the system growing out of recent legislation, it is the sense of the board and the belief of large numbers of the best educators in the state that the interests of the schools demand the creation of the department of normal school and high school inspection, the officer in charge of the department to be appointed by and to work under the direction of the state board of education."

"Perhaps the greatest weakness in our system is incompetency in school officials and teachers. With one exception practically no legal requirements are prescribed for school officials. With incompetent officials, incompetent teachers are more or less common. Probably this defect may be accounted for by the fact that the school offices are political."

"Education in the state still feels the blight of partisan politics. But Indiana is not an exception, as this condition exists in every state in the union. With the exception of the state board of education and town and city superintendents, all the school offices discussed above

are political. And sometimes politics decides who shall be city and town superintendent and even extends to the choice of teachers. Party politics should be absolutely eliminated from all school affairs. The qualifications of the state superintendent should be the qualities and scholarship of the best educators the world over, and neither place of residence nor politics should be a bar to choice. Furthermore, the salary should be sufficiently large to secure the best men. Of course, any change in the way of choosing a state superintendent would necessitate a constitutional amendment."

"The county superintendent's office is open also to criticism on the ground of politics, but it at the same time presents a problem of easier solution. The qualifications of the county superintendent should be those of the best experienced educators. Surely nothing short of the scholarship of the graduates of standard colleges and in addition of the professional training of the standard professional school for teachers should be accepted. Successful experience as a teacher in the grades and in the high schools, and as a superintendent of a system of schools, should be a part of the equipment. In filling the office neither place of residence nor politics should be a bar. Here, too, the salary should be sufficient to secure the best talent. Then when the best man (or woman) has been chosen he should be the superintendent of the schools of the county—solely responsible for their progress. He should be responsible for the teachers that are chosen. He should have a clerk to do his clerical work. He should be given a competent supervisor for every forty or fifty teachers in his charge. He should have such conditions as will enable him to take young teachers and out of such raw material make good teachers. In the light of the larger demands that are being made on our rural schools, such an equipment for the office of county superintendent is not too much to ask."

"Perhaps the offices of town, township and city trustee are most open to the criticism of politics. In the first place there are no legal qualifications for trustees, and the office is considered fair political spoils. Under the conditions the marvel is that we have done so well as we have in educational affairs. However, the office of trustee should be wholly removed from politics. The best qualified citizen should be chosen. Surely he should be a representative man in scholarship, culture and civic pride. He should be a student of educational, social and economic problems, and should be a splendid judge of men and women. In addition to these qualities he should have that of success in business or professional affairs. Under such direction educational affairs would take on an air of dignified intelligence."

RULES AND REGULATIONS.

Milwaukee, Wis. The rules of the board have been revised to permit the fixing of the principals' salaries at the beginning of each semester instead of annually. The salary schedule allows a fixed amount for each class supervised. It was found that an injustice was inflicted upon men in charge of new buildings where as many as five or six new classes were formed during the school year.

Grand Island, Neb. To prevent abuses which have arisen from riotous class rivalry, the board has passed rules making all such breaches of discipline punishable by suspension. Flag raisings and class rushes are especially aimed at by the board.

Chicago, Ill. The board of education at its regular December meeting passed resolutions forbidding the acceptance by teachers of Christmas or other gifts from pupils. "Contributions," said one of the supporters of the prohibition, "are usually in no small degree forced from pupils, either reluctant or unable to afford them."

Wausau, Wis. The committee on rules of the board of education has added a new rule in respect to discipline in the library. No permission to speak to any person shall be granted by the librarian to any person under any condition. Any person who is found guilty of whispering or disorderly conduct shall be excluded from the library for a period of one week. Those found guilty of a second offense shall receive a longer penalty. By this rule it is planned to do away with all unnecessary whispering and disorderly conduct.

Macon, Ga. The board of education has adopted the following rule to govern the Christmas vacation:

There shall be given a Christmas vacation which shall include the 24th of December and New Year's day. When the 24th falls on Saturday or Sunday, the vacation shall begin at the close of school on the preceding Friday. When New Year's day falls on Saturday or Sunday, the schools shall open on the following Monday.

Under an old rule ten school days were lost; under the new rule five to seven days are lost, according to the variation of the calendar.

Milwaukee, Wis. Under a new rule of the board principals may absent themselves from the buildings during school hours.

The rule reads: "Absence during school hours may be excused for brief periods where the work of the class is not interfered with and when good cause is shown. Such cause shall be fully stated by the principal upon the monthly time sheet."

The Terrebonne parish school board has passed a rule requiring the rural teachers under its direction to secure the indorsement of their monthly reports by two patrons of the school. The documents must then be forwarded to the district board member for his countersignature before passed for the payment of the teacher's salary.

CONTRIBUTIONS.—There is a tendency to make the school a sort of clearing house for charitable or patriotic movements. The collection of moneys from the pupils, although the sums are usually quite small, is discountenanced by many school boards.

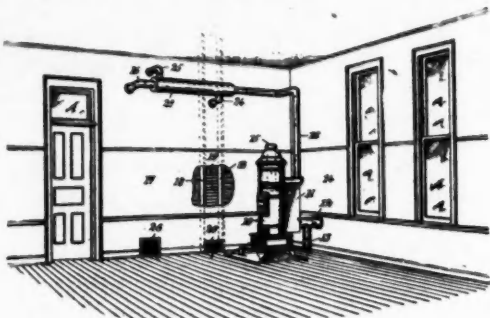
There are several valid objections. The poor child whose parents can not contribute is placed at a disadvantage with the child whose parents can and do contribute liberally. The spirit of democracy which should pervade every school is here disturbed.

Again, the collection of money from pupils interferes, if only slightly, with the regular labors of the classroom.



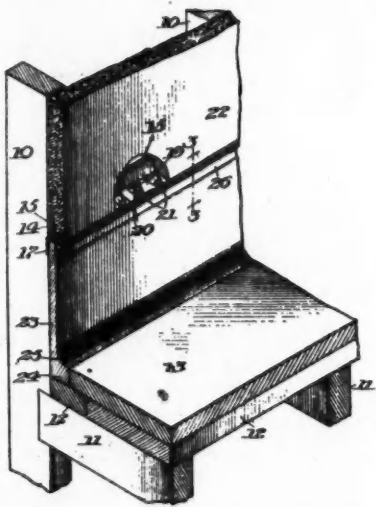
RECENT PATENTS.

Heating and Ventilating System—Henry A. Wernecke, Manitowoc, Wis.



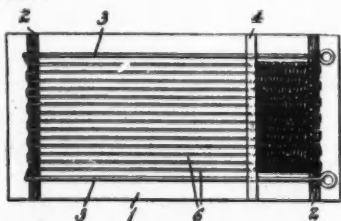
In a heating and ventilating system for rooms, the combination of a foul air escape conduit, including a drum adjacent the ceiling of the room, two vertically disposed passages within the walls of the room, one of said passages communicating with one end of the drum and with the room adjacent the floor thereof, and the other of said passages communicating with the opposite end of said drum and with the outside atmosphere, the last mentioned passage being formed of non-combustible material, a stove within said room, and a stove pipe extending therefrom and through said drum.

Combined Base-Board and Ground Strip—Knut L. Hyller, Chicago, Ill.



The combination with the wall and joists of a building, of floor-strips mounted on the joists, a ground-strip horizontally secured to the wall at a suitable distance above the floor-strips, a base-board vertically interposed between the ground-strip and one of the floor-strips and adapted to rest against the wall and be supported by the floor-strip, and a molding strip secured to the lower portion of the ground-strip and in front of the base-board.

Kindergarten Loom—Jessie C. Tyndall, St. Louis, Mo.



A kindergarten loom comprising a base, warp combs mounted on said base adjacent the opposite ends thereof, and each consisting of a number of plies of veneering arranged with

the grain running in opposite directions, metal rods extending from the warp comb at one end of the base to that at the other end of the base and a lay bar slidingly mounted on said rods and provided on its underneath side with notches to receive the warp of the mesh.

SLATE BLACKBOARDS.

Misleading descriptions and specifications of slate blackboards are common and made either purposely or without a practical knowledge of slate. The first and foremost requirement of a slate blackboard is a smooth, hard and lasting surface, upon which chalk marks may be readily and clearly made, seen and erased. All other conditions must be secondary; but, in the opinion of many authorities, these fundamental conditions seem to be lost sight of, for, simply because a slate contains a few spots which may be found upon the surface, they will condemn the slate possessing the highest requirements of a perfect surface and will accept with evident satisfaction another slate simply because no spots can be found thereon. The latter slate will be almost as soft as punk and within a few months will lose its smooth surface and become so rough that marking on it with chalk, as well as erasing, becomes a difficult task. Again, should the slate be exposed to the light it becomes white and shortly is useless. Briefly, such authorities "strain at a gnat and swallow a camel." They seem to have the idea that blackboards are erected in the schoolroom for the sole purpose of being looked at rather than for a perfect and lasting writing surface.

SCHOOL SUPPLIES AND FURNITURE.

Superintendent of Buildings William B. Ittner of St. Louis has submitted to his board of education a model design for an adjustable desk. As outlined in his report, the desk will have the following features:

- (a) An indestructible steel pedestal and book box, having a maximum stiffness and rigidity.
- (b) A sliding top, permitting an upright position in writing or drawing.
- (c) The elimination of three feet or legs on the floor at each desk will render the rooms more easily cleaned and make the mechanical cleaning of classrooms possible.
- (d) A wood seat with spring back, giving ease and freedom to the pupil.
- (e) Elimination of constant repairs now found necessary in desks having cast-iron parts.

The Eagle Pencil Company has marketed an improved, low-priced fountain pen which will be found especially useful by school children. The ink is contained in a glass vial, which can readily be refilled. Separate vials, all ready filled, and additional pens may be purchased.

The E. J. Johnson Company, 38 Park Row, New York, report the demand for slate blackboards keeping up unusually well, with the prospect for increased sales during the coming year. This is owing to the fact that there is an unusually large amount of school buildings being erected, as, also the fact that slate is being more largely used for this purpose, and the additional reason that the old school buildings are taking out the cheaper blackboards and substituting slate. They report a specially large increase in their own business, because users of slate are learning that a hard slate is a perfect slate for blackboard purposes, and with their method of finishing makes a slate blackboard that will retain its perfect writing surface indefinitely. Their quarry is being enlarged this winter to meet the increasing demand.

Colchester, Ill. New school has been fitted with the new Oxford desks, manufactured by the American Seating Company.

(Concluded on Page 25.)



The Georgia text book commission has announced the retention of a number of the books now used in the public schools. These include Wentworth's arithmetic, Ginn & Co.; Hyde's course in English, book 1, D. C. Heath & Co.; Hutcheson's physiology and hygiene, Charles E. Merrill Company; Wheeler's primer, W. H. Wheeler & Co.; Peterman's civil government, Bronson's speller and Swinton's word book.

William R. Jenkins Company, New York, has issued a midwinter catalogue of French and other foreign books, games, calendar and European novelties. A copy will be mailed to any one upon request.

Wallach's first book in English for foreigners has been adopted by the school committee of Providence, R. I. The adoption of Brooks' readers to replace Baldwin's has been recommended.

Mr. Charles W. Phillips, the Chicago court reporter, who attained wide prominence recently at shorthand speed contests, has written a monograph on the Isaac Pitman system of phonography. The article has been issued in pamphlet form by Isaac Pitman & Sons, New York, for distribution.

Worcester, Mass. At the December meeting of the board of education the following text books were adopted: Shaw's Stories of the Ancient Greeks, American Book Company; Tappan's Story of the Greek People, Houghton, Mifflin & Co.; Guerber's Story of the Romans, American Book Company; Forman's First Lessons in Civics, American Book Company. For supplementary use these books were selected: Wide-Awake third reader, Little, Brown & Co.; Carpenter's How the World is Clothed, Dodge's Home Geography and World Relations, Rand, McNally & Co.

Marengo, Geneva and Maple Park each adopted Bender primer. (Charles E. Merrill Company.)

Chicago, Ill. Green's Short History of the English People has been placed on the open book list for high schools.

Syracuse, N. Y. The board is considering the advisability of substituting a slant writing system in place of the vertical in the grammar grades. An appropriation of \$1,600 has been made for the employment of a supervisor of writing in the upper grades.

Louisiana. Representatives of the large publishing houses have been in Baton Rouge during December. This is done because of the fact that the regular school book adoption for the next four years will take place within the next several months. The state board of education will meet the latter part of this month and determine the rules upon which the books are to be submitted and the bids filed. What the state board of education will do is a matter of speculation. Whether the present list of books can be retained, without injuring the course of study in the public schools, or where the course cannot be greatly improved by the adoption of new books, it is certain that some of the books will be retained. No useless changes will be made in the present course, but the change in the books means a much greater expense to the parents who have to buy the books for their children.

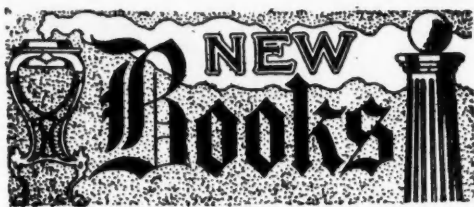
The new series of readers published by Frank D. Beattys & Co. of New York City have recently been adopted in New York City and in Jersey City, N. J.

(Concluded on Page 21)

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The American College—A Criticism.

By Abraham Flexner. 12mo, 200 pages. Price, \$1.00, net; postage, 7 cents. The Century Company, New York.

The author of this little volume calls his book a criticism. He does not write for the purpose of paying compliments; he has studied his subject long and carefully and has found defects, serious and vital defects, in our colleges. He does not spare our institutions of higher learning. His pen at times is trenchant. Our leading educators, the men who have molded and directed our American colleges for the last quarter of a century, will not feel flattered as they read this book; they will be forced to realize that our richly endowed colleges, which should have given the very best results to the American people, have introduced and fostered systems pedagogically unsound and have as a consequence yielded results which are disappointing. And yet the writer's solutions to the difficulty, in his chapter, *The Way Out*, are not plain; he seems to approve of those very methods which he criticised in the beginning of the book. For the past ten years the defects of the elective system have been pointed out; we now need someone to lead the way in the work of reconstruction. We cannot return to the cramped course of fifty years ago. As far as we can see, the group system, judiciously planned, will give the final solution to this difficult problem.

The American as He Is.

By Nicholas Murray Butler. Cloth, 97 pages. Price, \$1.00, net. The Macmillan Company, New York, Chicago.

It is gratifying to see a college president who has devoted a lifetime to educational problems widen his field of research and discuss with a broad perspective the political and economic tendencies of his country.

In this little book, which consists of three lectures recently delivered before the University of Copenhagen, the author analyzes, with rare keenness and accuracy, the American, his institutions, his activities and his peculiarities. The attitude which the citizen of this country bears toward his government is the subject of the first lecture, his activities aside from his government are next treated, while the third paper deals with the reflective labors and achievements in the field of education, art and science.

While the book is intended for the foreigner who desires an insight into the governmental, industrial, commercial and civic status of the American republic, it makes instructive reading for the man who lives in that republic.

The Vision of Sir Launfal.

By Julian W. Abernethy. 169 pages. Mailing price, 25 cents. Charles E. Merrill Company, New York.

The opening poem of this book has fitting companions in "The Dandelion," that "dear common flower;" in "An Autumn Reverie," filled with poetic lines and phrases showing the poet's love for Elmwood and its surroundings; and in the noble "Commemorating Ode" with its matchless tribute to Lincoln.

The editorial work has a fine literary quality. In the notes many a phrase, metaphor, allusion, verse is enriched to the reader by references to other poems. These open a field of similarities and contrasts in thought and treatment. Following a well selected bibliography is a list of tributes given to Lowell by other poets. These, too, may lead one far afield. The examination questions devised by two eminent examination boards call for close and critical study. The sketch of the author's life brings out well the influences of heredity and environment, the poet's rare strain of humor, the growth of his prose as a literary force, his

strong, unswerving patriotism at home and abroad, his rich and varied personality.

The Rhyme and Story Primer.

By Helen, Marie and Anna McMahon. 126 pages. Price, 30 cents. D. C. Heath & Co., Boston, New York, Chicago.

The earlier part of this primer is designed for blackboard lessons. Twelve carefully graded rhymes provide a vocabulary of one hundred and fifty-seven words. These, helped out by eighteen additional words, are all that are required for reading a large number of lessons. Not a little skill has been shown in developing some phase of a rhyme into a number of natural, wide-awake sentences. The introduction outlines a method for using these rhymes. It would seem some of these devices must work well, assuming a teacher has proper qualities. The same method is followed in the latter part of the primer, though the children have now attained the distinction of having a book.

The Spring Cleaning.

By Frances Hodgson Russell. Cloth, 100 pages. Price, 60 cents. The Century Company, Union Square, New York.

A Scotchman in the early seventies, but still a man of affairs, said not long ago, "When I go to the public library I ask the attendant for a book suitable for children." The canny Scotsman knew that a good child's book would give him amusement and suggestion. He would enjoy "Spring Cleaning." The corners of his mouth would curl upwards, not downwards, over the whimsical names borne by the characters. There is Queen Crosspatch, queen of the fairies, who couldn't have been so very cross, since she had lost the only temper she had ever had and couldn't find it. What could your world and mine be, dear reader, if we should lose our tempers and never find them again? Then there is the thin little flower girl, Jane Ann Riggs, on the ragged edge of pauperism. She is befriended by chubby, good natured Bunch, the 8 year old daughter of the vicar of a very old English church. Back of the vicar's garden was a softly sloping hill carpeted in the springtime from top to bottom with pale yellow primroses. That a fairy should whisper to Bunch to have Jane Ann Briggs come out for baskets and baskets of primroses to sell in London does not trouble the Scotchman. He has outgrown a faith in fairies, but has a faith in those divine intimations that rouse us to the unsuspected duties and fine opportunities of life.

The illustrations, delightful in drawing and exquisite in coloring, tell how Queen Crosspatch and her fairies got this sloping hillside ready for the blossoming time of the year.

American Charities.

By Amos G. Warner, Ph. D. New edition, revised and enlarged by Mary Roberts Coolidge. 12mo, cloth, \$2.00 net. Postage, 20 cents. Thos. Y. Crowell & Co., New York.

Since its publication, fourteen years ago, this book has been a standard authority on the relief of pauperism in the United States. The present edition contains no essential restatement of any of the principles which Dr. Warner laid down. The chapter on "facts and conditions of the poor" has been entirely rewritten to include material of record which has been gathered in recent years. Throughout the whole book tabulations and statistics have been brought down to date to agree with the latest researches and official records. Mrs. Coolidge has preserved entirely the spirit and style of the old book and added greatly to its present usefulness.

Oklahoma Civil Government.

By Charles Evans and Clinton Orrin Bunn. 390 pages. Contract price, 60 cents; exchange price, 30 cents. Bunn Bros., Ardmore, Okla.

This book proceeds in the study of civics on the inductive plan, from local to state, and finally to the national government. Introductory chapters deal with the nature of society, of the family and of government. The state constitution of Oklahoma, including the enabling acts, the president's statehood proclamation, the national constitution, etc., are given in the appendix. A very complete index is given.

It would appear that the book is overloaded with items of detail which will confuse children in the grades. While the documentary material relating to the formation of our latest state is undoubtedly valuable, we think that it properly belongs in a high school or college text. Otherwise, the book is pedagogically sound.

Touch Typewriting.

By I. W. Patton, 40 pages, price 60 cents. Isaac Pitman & Sons, New York City.

This is a brief yet comprehensive system for sight typewriting and leads the beginner from simple words, phrases and sentences to the most complicated tabular work. The instructions throughout are simple and explicit and emphasize first accuracy, then speed.

Book of Alphabets.

By H. W. Shaylor. 8vo, paper, 24 pages. List price, 10 cents; \$1.00 per dozen. Ginn & Co., Boston.

This book consists of a series of practical alphabets, arranged in copy book form, for teaching lettering in grammar or high schools. The alphabets range from several examples of plain Roman forms to French script and old Gothic and include a number of styles commonly used in architectural and mechanical drawings. Each alphabet is arranged so that a blank line appears directly underneath. An example of the practical application of the letter appears in the form of a heading or illuminated text. The book will be useful in manual training and trade schools.

On the Open Road.

By Ralph Waldo Trine, author of "In Tune with the Infinite." Decorative type, 12mo; net, 50 cents; postage, 5 cents. 62 pages. Thos. Y. Crowell & Co., New York.

Helpfulness, hopefulness, independence in doing one's duty, moderation in thought and action, the saving power of work are some of the themes expanded in these pages. Quotations are fully used to sustain or strengthen the author's statements. Long, loosely constructed sentences mark the style of these lay sermons, done in decorative type.

The Taming of the Shrew.

By William Shakespeare. Edited by Charlotte Porter and Helen Clarke. 259 pages. Thos. Y. Crowell Company, New York.

The scholarship and research which have characterized the other volumes of this series appear in the editorial work relating to this play. The chapters given to the sources of the play and the date of its composition will most attract the general reader. Facing the frontispiece is a picture of the Guild hall and grammar school in Stratford-on-Avon.

The Wonderful House That Jack Has.

A reader in practical physiology and hygiene. By Columbus N. Millard. 313 pages. Price, 50 cents net. The Macmillan Company, New York.

The title tells something of the treatment of this subject. To take good care of his house it is not essential Jack should know many technical definitions, while it is essential he should know how to build it and to keep it in repair. So, in a strictly scientific and highly interesting style, he is told what components must enter into his food, what proportions should be used, why food should be well chewed, and how food is made ready for the blood. Fully a third of the book is spent—and well spent—upon these and kindred topics. A talk upon the composition of air and its action upon the blood leads to the vital importance of ventilation and of good breathing habits. The author makes good his claim that "throughout the book much is made of the fact that more fun, better looks, and increased power to do usually accompany improved health."

Questions—ranging in number from six to sixty for each chapter—have been prepared to aid in lesson preparation. Unusual care has been taken to guard against a slipshod use of words. Not only is the meaning of words and phrases called for, but synonyms andonyms are often required. As a small dictionary is sometimes insufficient, while a large one is often inaccessible, a glossary giving possibly unfamiliar words is also provided. The index gives full references.



DEATH OF MR. ADAMS.

E. F. Adams, the eastern Iowa agent for Ginn & Co., died at Cedar Rapids, Iowa, Dec. 27. Mr. Adams was for many years with the Western Publishing House, and later was the Iowa agent for Rand, McNally & Co.. On Mr. O. J. Laylander's accession to the management of the common school department of Ginn & Co., Mr. Adams took up the work of Ginn & Co. in eastern Iowa.

He was a splendid type of manhood, loyal and true. His many friends will keenly feel the loss of his genial companionship. In recent months he suffered a great deal from an incurable heart trouble. He died at St. Luke's hospital, Cedar Rapids, Ia.

The funeral services were held at the house of W. H. Mihills, Iowa agent for Rand, McNally & Co.

McTurnan Joins Heaths.

Mr. Lawrence McTurnan, who for a number of years was assistant superintendent of public instruction for Indiana under Hon. F. A. Cotton, has become representative for D. C. Heath & Co. in the Hoosier state.

Mr. McTurnan was for five years superintendent of the Madison county, Ind., schools. For one year he was superintendent of the schools at Alexandria, leaving that place to enter the office with Supt. Cotton. He was the Republican candidate for state superintendent during the fall campaign.

Speaking of Mr. McTurnan's resignation, Supt. Cotton recently said:

"Mr. McTurnan has been with me as assistant state superintendent since I first came into office. He is widely known among the educators throughout the state, and for that reason I am sure he will make an exceptionally strong man in the position he is about to assume. He is a thoroughly competent schoolman, and I am sure that the firm with which he is to be employed will find him most successful."

Mr. McTurnan has opened an office in the Traction Terminal building, Indianapolis, from which he will direct his force.

AMONG BOOKMEN.

Mr. John F. L. Morris of Ginn & Co. acted last month as chairman of the dedication committee for the largest concrete arch bridge in the world. The new structure crosses Walnut Lane creek, and connects Germantown and Manayunk, in Philadelphia. The ceremonies were attended by a number of prominent engineers and a large number of citizens.

Mr. H. C. Rowley, treasurer of the G. & C. Merriam Company, spent the month of October in the Maine wilderness, canoeing over 200 miles and camping wherever the forest looked most inviting.

Mr. L. R. Halsey is with Ginn & Co. in the Michigan field. He looks after the high school publications.

Mr. C. T. McCoy, who represents the American Book Company in southeastern Ohio, says that the year has been unusually quiet and peaceful for the bookmen of the Buckeye state. Recent legislation, the wide changes at the last adoptions, financial embarrassments and the political excitements of the past year have all combined in producing this situation. Agents have looked after their fences and their salaries—not so much of choice as of necessity.

John C. Ellis is authority for the statement

that all candidates for the Ananias club have been retired from the Illinois book field.

Northeastern Ohio is capably covered for the American Book Company by one of the oldest book men in length of service—Mr. C. F. Stearns of Painesville. Mr. Stearns entered upon his work in February, 1876, as agent for Wilson, Hinkle & Co. When the firm was changed to Van Antwerp, Bragg & Co., in 1880, his services were retained, and when the latter company was expanded into the American Book Company no change was made in his occupation.

Mr. R. L. Bower, who looked after a portion of the state of Ohio for the American Book Company, has resigned.

Mr. D. A. Wright has been with the Educational Publishing Company twenty years. He looks after the Michigan trade and makes his home in Lansing.

Mr. J. L. Hunt looks after New York state for the Milton Bradley Company.

Mr. George B. Chandler of the American Book Company is a member of the Connecticut state legislature this winter. He covers western Massachusetts and the whole of Connecticut for his firm.

Mr. Sidney Osterman has severed his connections with A. S. Barnes & Co.

Mr. W. C. Hobbs, who represented the American Book Company in Norwood, Mass., and the surrounding country, is now practicing law in Boston.

Mr. J. H. Harris continues with the American Book Company in the New England territory. His headquarters are in Boston.

Mr. H. F. Taylor of the American Book Company has been transferred from Hopedale to Norwood, Mass., where he replaces Mr. W. C. Hobbs. His place in Hopedale is taken by Mr. F. G. Atwell, formerly at Hubbardstown. The latter city and surrounding territory are covered by Mr. A. W. Small.

Mr. Robert Foresman has recently become connected with the Aeolian Company. He was for a number of years in charge of the music department of Silver, Burdett & Co.

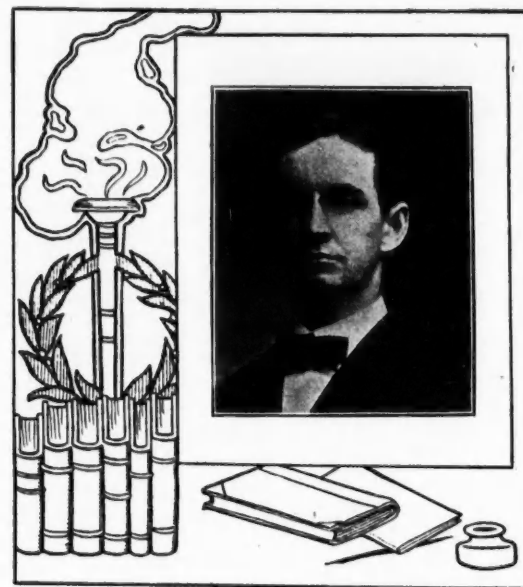
Mr. J. B. Stigall has taken the Iowa agency for Silver, Burdett & Co. He resides in Des Moines. His brother, Oliver Stigall, remains in the Missouri and Kansas field, and retains his permanent location in Kansas City.

MR. PUTNEY'S ADVENTURE.

Mr. L. H. Putney, who represents Silver, Burdett & Co. in Texas and Oklahoma, is an active, aggressive bookman. It is a rare occasion indeed when he cannot grapple with a situation and make the best of it. His many years of successful work in the south are ample proofs of these statements.

Last summer "the house" sent him up into Missouri to help out during the county adoptions, and one night Putney found it necessary to drive into the country to visit a member of a certain book board. As no one could be found to drive him, he was obliged to take the only rig in the livery and find his way over the rough and irregular road which had been pointed out to him. On arriving after dark at what appeared to be his destination he found that it consisted of a small, inland community of half a dozen buildings, clustered around the mansion of the text book board member.

The member was engaged with two other bookmen, and Putney was told to take his horse to a shed some distance from the house and wait a short time. He was handed a lantern by the servant and proceeded to lead his horse away. It rather surprised him that some twenty-five or thirty teams were there already, and he marveled that there should be such fierce competition among his rivals. In fact, he was



MR. LAWRENCE MCTURNAN,
Newly appointed Agent of D. C. Heath & Co.,
for Indiana.

very much discouraged at his own prospects.

The shed which Putney had entered belonged, as he discovered later, to a public dance hall across the road. The community had recently been troubled with horse thieves and as one of the dancers noticed the flash of the lantern among the horses he gave the alarm. Within a minute, Mr. Putney was surrounded by an angry crowd of farmers. To all expostulations and explanations on his part they laughed and told one another that he was a pretty smooth looking duck.

Nor did Putney wish to call on any of the bookmen in the home of the text book member's house because of the fear that they would spread the joke. The situation, however, grew desperate when a farmer lad suggested a coat of tar and feathers as a proper punishment, and a few hurriedly departed to get the necessary materials.

Finally, however, by means of a two dollar bill a man was induced to call out the bookmen and the official identify Putney. When they came, the pot for boiling the tar was already at hand.

Putney thanks his stars that he escaped. He says he prefers Texas to Missouri as a field of labor.

CAUSE AND EFFECT.

Good Digestion Follows Right Food.

Indigestion and the attendant discomforts of mind and body are certain to follow continued use of improper food.

Those who are still young and robust are likely to overlook the fact that, as dropping water will wear a stone away at last, so will the use of heavy, greasy, rich food finally cause loss of appetite and indigestion.

Fortunately many are thoughtful enough to study themselves and note the principle of cause and effect in their daily food. A New York young woman writes her experience thus: "Some time ago I had a lot of trouble from indigestion, caused by too rich food. I got so I was unable to digest scarcely anything, and medicines seemed useless.

"A friend advised me to try Grape-Nuts food, praising it highly, and as a last resort I tried it. I am thankful to say that Grape-Nuts not only relieved me of my trouble, but built me up and strengthened my digestive organs so that I can now eat anything I desire. But I stick to Grape-Nuts."

"There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages.

Ever read the above letter? A new one appears from time to time. They are genuine, true and full of human interest.

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Isaac Pitman's Shorthand

Exclusively Adopted by the
NEW YORK BOARD OF EDUCATION

Mr. P. W. Kauffman, Superintendent of Schools, Pomona, Cal., speaking before the "Institute" of Teachers held in Bakersfield, Cal., during Thanksgiving week, said in regard to the merits of the Isaac Pitman system that not only was he strongly in favor of this method which was taught in the Pomona High School, but that it was his confident expectation that within the next ten years it would be universally taught on the Pacific Slope.

INTERNATIONAL SPEED CONTESTS

The diagram below represents the highest net speeds attained by the different systems in the

First International Speed Contest, Baltimore, 1906
Second " " " Boston, 1907
Third " " " Philadelphia, 1908

Gregg (lightning)	64		
Benn Pitman	116		
Graham	245		
ISAAC	PITMAN	253	

Send for a Copy of "International Speed Contests" and "Pitman's Journal"; also for particulars of Free Mail Course for Teachers

ISAAC PITMAN & SONS, 31 Union Square, New York

Publishers of "Course in Isaac Pitman Shorthand," \$1.50
"Practical Course in Touch Typewriting," cloth, 75c.
"Style Book of Business English," 60c.

VIRGINIA SCHOOL TRUSTEES MEET.

The Virginia School Trustees' Association, which was organized in November, 1906, met for its third annual convention at Newport News on Dec. 16, 17 and 18.

The gathering was most successful. Over half of the counties were represented, and the organization was placed on a firm footing. The president, George C. Round, of Manassas, and the secretary, W. E. Cribbett of Augusta, declined re-election, and the following officers were chosen for the ensuing year:

President, John N. Sebrell, Sr., of Southampton; vice presidents, A. J. Reeves of Caroline; E. D. Crockett of Wythe; George W. Zachary of Alexandria; secretary and treasurer, B. F. Wright of Williamsburg; assistant secretary, M. F. McGehee of Charlotte.

The first address of the convention was by T. Gilbert Pearson of Greensboro, N. C., on "Bird Study." He told a story of his careful and long continued observations of the feathered friends of the race. The speaker spoke delightfully of the birds and how they could be made to interest the children of the schools.

Hon. Willet M. Hays, assistant secretary of agriculture, described the agricultural high school. Mr. Hays was the first man to start such a school in the northwest, and showed the progress they had made in that latitude and later in Alabama and Georgia. He congratulated Virginia on the start that had been made at Manassas, Burkeville, Appomattox and other points. He dwelt at length on the Davies bill, now before congress, making a large federal appropriation toward these schools in each congressional district. He explained that this money would be placed in the hands of the state, to be expended by the state. The only control the United States would have over it

would be to require its expenditure in schools having the facilities and proper location to give instruction in agriculture, home economics and manual training. The money could not be diverted to the ordinary functions of the schools.

The association strongly indorsed the Davies bill in its resolutions.

Further topics discussed were: The Public School as a Center of Social Welfare, by Roswell Page of Hanover; Local Finances, by F. Sherman of Fairfax and W. G. Baylor of Smyth; School Architecture, by I. E. Youngblood of Princess Anne, Dr. A. G. Crockett of Wythe, C. M. Robinson of Richmond.

A committee appointed to discuss the supervision of rural schools made a report, which called for "consolidation at eligible points," for the appointment of division superintendents "selected from experienced educators," who should be required "to devote their whole time to educational work."

KANSAS SCHOOL LEGISLATION.

Two important recommendations to be made to the legislature by the Kansas educational commission will be an act providing longer terms of employment for school teachers in the state and an act providing for inspectors for rural and high schools. The commission will make many recommendations to the legislature, but State Supt. E. T. Fairchild considers these among the more important. Speaking of longer terms for teachers, Mr. Fairchild recently said:

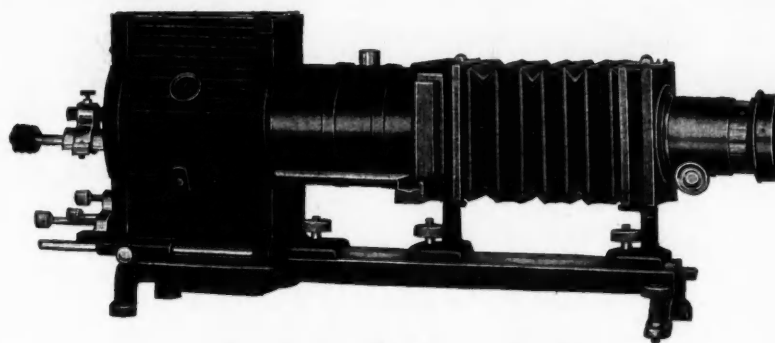
"An important reason for the shortage of teachers is the uncertainty of tenure of office. Really capable men and women are constantly leaving the service because of their objection to the annual uncertainty of employment. Those schools always are best in which there is greatest permanency of position. Under the Kansas

law there is no authority vested in boards to hire teachers and superintendents for more than one year at a time. The educational commission will strongly recommend the enactment of a law permitting boards to contract with teachers for three year periods. This, it is believed, will insure greater permanency and will tend to materially increase in dignity and importance the profession of teaching."

The educational commission will strongly recommend to the legislature the passage of an act providing for an inspector of rural schools and an inspector of grade work and the general course and normal work in the high schools.

"A number of states have such officers and they are found to be the best possible agencies for unifying and strengthening the work of the schools," said Supt. Fairchild. "There is no one now other than county superintendents, whose duty it is to inspect our rural schools, or to make reports on their actual conditions. Such an officer would be of use in assisting superintendents in beginning their work, and in encouraging and helping those who are least able to perform satisfactory service. Such an inspector should also go into the country schools and learn at first hand the conditions that prevail. Through them it would be possible to render effective the state courses of study, to unify the work, and to bring the entire system of schools into closer touch with the state department of education, and with each other."

DELINQUENTS.—Delinquent children are such as violate city ordinances or local laws, or commit offenses not punishable by death or imprisonment for life. Many states have "juvenile" courts where such cases are tried and special institutions where punishment is meted out. The reform of the child is properly sought after, rather than punishment.



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THE PRACTICAL IN MODERN EDUCATION.

(Concluded from Page 3)

A writer in the Educational Review adds the following: "We still have with us the gambling habit, the drink habit, the reading of degrading literature, the appeal to force, as in strikes and mob violence, foolish runs on banks, panics in theaters, unhappy marriages, divorces, patent medicines, fantastic medico-religious organizations, breakfast foods, electric belts, Alexander Dawle's trusts and corsets. All this is charged against an unbalanced or imperfect educational system by these men of authority. Is it not, therefore, high time that we should make diligent search for the flaws and faults in our courses of study and to try to discover some suitable remedy?"

Manual Work Needed.

The general consensus of opinion of the many eminent men who have studied the question seems to indicate clearly that we should provide training for the hands as well as the mind and that the proper place for such handiwork training is the public school. President Eliot of Harvard says: "It is a good thing to give pupils, the main part of whose time is devoted to technical work, some acquaintance with literature and history. On the other hand, it is an equally good thing to give pupils, the main part of whose time is devoted to language, literature and history, some acquaintance with instructive manual work. The mixture of technical and academic work will give a better result than either alone. At Harvard University we have succeeded in mixing up pretty thoroughly the college students and the scientific students through studies and discipline."

President Shurman of Cornell University has "thought it wiser to keep both kinds of courses in one institution."

"Time has only strengthened my belief that it is an admirable thing to give students in technical branches the incidental advantages which come to them from connection with a department of liberal arts," is the opinion of Hon. Andrew D. White. Presidents Hadley of Yale, Wilson of Princeton and Angell of Michigan all agree very emphatically with this idea.

These great leaders among educators are not the only men who recognize a need for industrial education. Presidents and superintendents of many of our great manufacturing corporations are among the most enthusiastic supporters of the trade schools and are in many cases the actual founders and promoters.

Decay of Apprentice System.

The old time apprentice system has almost disappeared and these manufacturers find themselves confronted with a lack of suitable material to fill vacancies as they occur from time to time among their overseers and foremen.

The great introduction of machinery into manufacturing processes has subdivided and systematized the work to such an extent that the average boy who enters a factory nowadays becomes merely a machine tender and not an apprentice. This is routine work of the most deadening kind. As soon as a lad learns to operate one machine, involving a part of a process of manufacture, he is wanted more for that machine than for anything else. To learn a new machine means the spoiling of more or less raw material, a slower rate of production and a possible derangement of the machine itself. The factory workman does not learn the principles of the trade at all. Only by going from shop to shop or from town to town, watching chances of getting a new machine, can a young man get a wider view. A generation ago our young mechanics were marvels of ingenuity and intelligence. In our civil war almost any northern regiment could build bridges

out of the most unpromising materials, and in seemingly impassable places. They could repair wrecked locomotives and rebuild and operate railroads. These men devised the machinery which now, by a tragic reciprocity, is turning man, its creator, into a stupid humdrum creature void of understanding. We find our men growing up in increasing numbers mere automatons, incapable of exercising any initiative whatever.

While it is interesting to know from the manufacturers, that foreign countries, with their industrial and trade schools, are already driving us out of the markets of the world, while it is worthy of note that employers declare that there is a dearth of men to carry the small responsibilities and still fewer to assume the large ones, and we are surprised to hear the captains of industry assert that they cannot draw from the ranks of the workmen to fill these positions because the average of intelligence among them is so low, the alarming discovery is that more and more persistent are coming the charges that our civilization is declining, our government sinking into fraud and mismanagement, our property losing security, through the increase in crime, and our boys, disappointed at the lack of expected opportunity, are growing up as anarchists and enemies of social order because life no longer educates, work no longer satisfies.

Trade School Solution.

What is being done to offset this degeneration among our working classes? The manufacturers are in some instances introducing a modernized sort of apprentice system, chiefly for the purpose of supplying their own needs in the way of men qualified to fill their more important vacancies as they occur. Examples of this may be found at the works of the Brown & Sharp Manufacturing Company, the General Electric Company, the Westinghouse Companies, the Allis-Chalmers Company, Fairbanks, Morse & Co., and many others. But these apprentice courses are in almost every case open only to graduates of our technical colleges, and are, therefore, of no benefit whatever to the average workingman.

Philanthropic men such as Carnegie, Pratt, Schwab, Stout, Case, McCormick and others are establishing schools more or less designed to help the working boys and girls, and are doing a good work in a large field.

Some of our larger cities are awakening to the situation and are installing manual training and technical high schools, which are reaching a still larger number of our boys and girls. What else can be done?

Let me make just this one suggestion in closing. We have our high schools well housed, well equipped and supplied with instructors. The easiest advance in the industrial direction is to use the departments of English and history, of mathematics and music and physical training in those schools for the liberal culture of the industrial students and to add the classes in shop-work, applied science and industry on the school grounds. Let your Latin teacher have a shop near enough to look into, and your abstract geometrician be brought by daily necessity to apply to practical problems the accumulation of his scholarship. But the objection will be made at once that most of our high schools are already overcrowded. This in reality is but another point in favor of establishing industrial training for both boys and girls. It is also true that most of our high schools are actually used but four or five hours out of the twenty-four. Why not employ a few additional instructors and use this same plant, with perhaps a little additional room, nine or ten hours each day, and in that way relieve the overcrowded conditions which now exist, and at the same time give our boys and

girls an opportunity to learn how to use both their minds and hands.

FOREIGN LANGUAGES.—The value of foreign language study in graded and high schools is threefold. It is first of all disciplinary. The analytic and reflective faculties of the mind are cultivated, the memory is exercised and the powers of application and concentration are strengthened. The second value is cultural. A foreign language opens a new field of thought and gives the student an insight to a new literature, new ideals, customs and manners. It will broaden the student and enable him to judge better our own literature, customs and ideals. The practical value of language study appeals most to the school board member. A knowledge of any of the modern languages gives the student a tool for the study of foreign technical and professional literature. It will aid him in contact with his fellow men and is of immense value in commerce.

KINDERGARTENS.—The kindergarten affords an almost ideal means for beginning the school life of children between the ages of four and six. They are then not yet ready to learn how to read or write and the kindergarten with its games, numbers, drawing, weaving, singing, etc., gives them just that mental and physical exercise which they require. The kindergarten was created by the genius of Froebel in the early part of the last century and was introduced into this country in 1855.

The kindergarten has stimulated child study, reduced and simplified instruction in the primary grades and acted as a moral influence.

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"The more coffee I drank, the more tired and nervous I became until I broke down entirely. Then I changed my work from sewing to housework. This gave me more exercise and was beneficial, but I kept on drinking coffee—thought I could not do without it.

"I was so nervous at times that if left alone I would not go from one room to another for fear someone would grab me, and my little children had to go around on tiptoe and speak in whispers.

"Finally an attack of the grip weakened me so my nerves rebelled and the smell even of coffee was nauseating. Then my husband prepared some Postum for me, believing the long use of coffee had caused my breakdown, so that my head and hands shook like the palsy.

"At first I did not like Postum, but I kept on drinking it, and as we learned how to make it right according to directions on package, I liked it as well as coffee.

"Occasionally I make coffee when we have guests and give it to the children, too, but as soon as they taste it they return their cups for Postum. Now I go anywhere in the house, day or night, and never think of anyone grabbing me, and the children can romp as healthy children should—my nerves are all right."

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INDUSTRIAL TRAINING AND THE GENERAL SYSTEM OF EDUCATION.

The first authoritative statement of the relation which training for the trades should have to our general scheme of education has appeared in the report of the "committee of ten" appointed by the National Society for the Promotion of Industrial Education. The document is preliminary in nature but clearly shows the general trend of thought in vocational training as reflected by the ablest educators and industrial leaders of the nation. The report reads in part:

"The need for industrial training and the facts concerning our own lack of it have been so often repeated that they may be accepted. All who are acquainted with education in European nations know that in the matter of industrial training we are far behind such countries as Germany, that our apprentice system even if materially extended can offer industrial education to only a comparative few, that there are practically no facilities for the training of the youth between the ages of 14 and 18 for industrial pursuits, and the opportunities for those who are in the trades to improve their skill by theoretical training is confined to isolated and occasional schools. It is also perfectly clear that this is an industrial age and that the education which is to serve for a whole people must take account of vocational training.

"Assuming these facts as clearly demonstrated, it is evident that two distinct groups of our population are to be considered: (1) boys and girls between the ages of 14 and 18 who leave the grammar school and at present have no systematic opportunity for training in the industries; (2) the men and women now in the industries who desire to increase their skill and efficiency by further study. The problem of industrial training seems, therefore, so far as the schools are concerned, to be divided into practically two parts, according as it applies to one or the other of these groups.

I.—The Industrial Training of Youth.

"The vast majority of children leave school at the end of the grammar school period, a number in fact leaving the school before that time. Any vocational school which has to serve this great group of citizens must evidently fulfill the following conditions:

"(a) Such a school must articulate at some point with the public school system of the country, preferably with the grammar school. In other words, the grammar school must at some point of its course lead a boy or a girl naturally into a vocational school, if such schools are to be fruitful to the great mass of youth.

"(b) If the grammar schools are to make this connection with vocational schools, it is clear that the grammar schools should at some part of their course do their part in developing the vocational purposes of the pupils on the basis of enlightenment concerning the advantages of skilled vocations, including the trades. It is clear, also, that every study should be so taught as to bring out its application to life, particularly to the skilled vocations, although those studies would not be so taught in the grammar school as to provide preparation for any particular trade. It is clear, too, that the grammar school should introduce elementary industrial training in some form, either in the form of manual training at the bench or at the forge or in household pursuits, wherever the training could be effectively given. Such an introduction of subjects for industrial training must come through the substitution of these subjects for something in the curriculum. The way to industrial education lies not in a more complex curriculum in existing schools, but in a larger variety of schools, each with a simpler program and each seeking to do well the work it sets out to do.

"(c) Such schools as may articulate with the grammar school for the training of youths will, therefore, most likely assume the form of training schools for particular industries. They will be local in their character and will seek to serve the needs of a local industry. The boy or girl trained in them will not be a skilled journeyman in any trade, but will have received a fundamental training in those things which will make him a skilled journeyman in a short time and will at the same time prompt him to a higher form of vocational efficiency than he is likely to have had otherwise. In this respect the industrial training school for youth is likely to have much the same relation to the preparation of a skilled journeyman as the high-grade engineering school has to the preparation of a practical engineer.

II.—Schools for Those Already in the Industries.

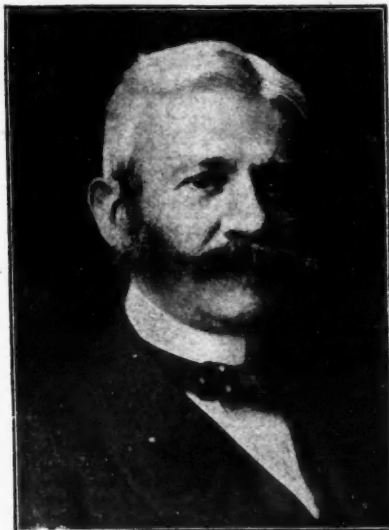
"Experience would seem to indicate that the schools which seek to serve those already in the industries will assume one of two forms:

"(a) Industrial improvement schools.

"(b) Trade schools.

"The industrial improvement school has so far, as it is likely to do in the future, assumed the form of an evening school in which are taught the fundamental sciences upon which a trade rests, together with such technical information as can be given in a physical, chemical or mechanical laboratory. For example, those who are engaged in the power station of an electric railroad, as motormen, electricians, or as linemen, may in such a school learn the funda-

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mental theory of electricity, the methods of insulation, of electrical measurement, and of the transformation of energy. All of these principles may be illustrated before their eyes in the electrical laboratory, and they may thus acquire a foundation of knowledge which will enable them to become in time foremen, managers or perhaps inventors. Such a school appeals only to the men of more than usual ambition and energy.

"The pure trade school, on the other hand, undertakes to teach not alone the fundamental processes of a trade, but its technique. It therefore lays chief emphasis upon giving to its students such continuous practice as may bring them up to the point of expertness. It seeks to reproduce as nearly as possible the conditions of actual practice.

General Conclusions.

"It seems clear to your committee that schools of all the types which have been mentioned here, both for youths and for adults, are likely to be attempted, and in fact are being attempted in the various parts of the United States. The committee believes that all these types of schools are to be welcomed as experiments in the general problem which we are seeking to solve. Success in industrial training does not depend upon the adoption of one type of school. A measure of success is likely to be achieved by all of these efforts, and in the judgment of your committee it is wise for those who have to do with industrial education to welcome during the next decade of experimentation all these forms of industrial education, whether they be in the form of a trade school for boys, an industrial improvement school for boys and adults, or a trade school for the workers of a trade. Ultimately all these efforts will, by the force of educational gravitation, relate themselves to the public school system of the country, partly by the adaptation of the public school system itself, partly by the adaptation of these industrial schools. No series of schools can finally survive which does not so relate itself to the public school education, since the source from which pupils are to be drawn must in the long run be the public schools. The committee, therefore, feels that any of these efforts, undertaken in an intelligent, sympathetic and proper spirit, is to be welcomed as a new contribution to the general problem of industrial education in the United States."

The report, which was adopted unanimously at the last convention of the society, bore the signatures of Henry S. Pritchett, Dr. Paul Hanus, M. W. Alexander, Dean T. S. Balliet, U. S. Commissioner Elmer E. Brown, Super-

intendent W. H. Maxwell, President E. J. James, President L. D. Harvey, Principal L. W. Miller and President Charles S. Howe.

BOOK REVIEWS.**The Study of Nature.**

By Samuel Christian Schmucker, Ph. D. 308 pages. With illustrations by Katherine E. Schmucker. J. B. Lippincott Co., Philadelphia.

Samuel Christian Schmucker and his publishers, the Lippincotts, certainly know how to get out an attractive volume. In this work on the Study of Nature the colored illustrations by Katherine Elizabeth Schmucker are positively works of art.

It is somewhat unusual among the generality of modern text book writers to find so reverent a tone as is found in the editor's preface. He says: "The world-spirit is the influence of Divine Providence upon the human soul. The whole race is a school to this supernatural and potential force. More than we know, this world-spirit educates us. * * * We are prone to underestimate the far-reaching and vitally significant power that lies in the subtle suggestions of the 'still, small voice,' and that thrills the spirit with reverent awe. Communion with the unseen is nutrition of the loftiest character."

The work is divided into the theory, the materials, and a course of study. A good bibliography of nature study books is given, and a fine index is also included.

Autobiography of Benjamin Franklin.

By H. A. Davidson. Cloth. 408 pages. Fully illustrated. Price, 50 cents. D. C. Heath & Co., Boston, Chicago, New York.

When Benjamin Franklin was old, recognizing how typical had been the situation, how common the means of his rise to greatness, he had the generosity and ingenuous courage to write an account of his early life, which included a confession of his follies and mistakes, and of the pains the effort to remedy them cost him.

When Poor Richard no longer wrote to instruct or amuse his fellow countrymen, he found occasion for his ready wit in pieces designed to set in a satiric light his political enemies; or, in a more gentle humor, he wrote pleasing short pieces, "bagatelles," to suit the humor of the day and pass an idle hour, but, nevertheless, full of meaning. In the selection of a few of these writings of Franklin the editor has sought to give such as are illustrative of his wit, his humor, his gift of suggesting, in the form of pleasing discourse, some pregnant idea, or bit of satire, or moral truth. The work for students is enhanced by a series of topics for study and copious notes.

William the Conqueror.

And the rule of the Normans, by Frank M. Stenton. 518 pages. Price, \$1.50. G. P. Putnam's Sons, New York.

In this series of the Heroes of the Nations will be found biographical studies of the lives and work of a number of representative historical characters about whom have gathered the great traditions of the nations to which they belonged, and who have been accepted, in many instances, as types of the several national ideals. With the life of each typical character is presented a picture of the national conditions surrounding him during his career.

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The last three chapters of this valuable book are reserved for the discussion of the changes in constitutional organization which followed the events of 1066. These are ably and interestingly discussed under the captions of William and the Church, Administration and the Doomsday Book.

The biography abounds in illustrations and maps of the period, and some reproductions of the quaint Bayeux tapestries. A large and careful index has been prepared.

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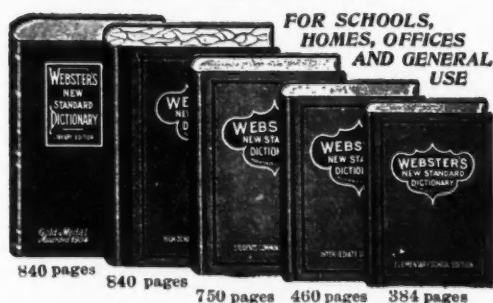
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Dante's Inferno.

With introduction and notes. 176 pages. Ainsworth & Co., Chicago.

This is the first of a series of books to include all of Dante's Divina Comedia edited for the use of high schools, colleges and literary societies. The editors say that they are publishing these volumes "not with the expectation that the student in his ordinary course of work will read them all carefully, but in the sincere hope that judicious teachers may guide many young students to a knowledge and love of this magnificent epic, which will in their mature years furnish an inexhaustible source of enjoyment and benefit."

With the Inferno are offered such introductory paragraphs and appendix notes as to make the poem intelligible to the advanced high school student. There is a comprehensive history of Dante's time, and a detailed sketch of the poet's life, many incidents of which have an important bearing on the poem. Separate articles on Dante the Poet, Dante the Philosopher, and Dante the Man, are given. There are forty-four pages of notes appended.

Guide Right.

By Emma L. Ballou, principal primary department, public school No. 22, Jersey City. Cloth, 150 pages. Parker P. Simmons, New York City.

Miss Ballou's idea in her little book of "Guide Right Ethics for Young People" is, in our opinion, a sound one. Children love stories, and in the stories of this book she has sought to present the principle which underlies right actions, and in such plain and simple form as to be easily understood. The book is intended, primarily, for the use of the teacher in the school room, and to be elaborated and explained and discussion invited, and thus, by

careful leading, the child is taught to see the truth taught. It is quite safe to say that the children would be quite proud to have and own such a story book "for their very own," and we think they would, even unaided, learn the moral lessons taught.

A First Course in Algebra.

By Webster Wells. Five colored plates. 240 pages. Half leather. Price, \$1.00. D. C. Heath & Co., Chicago, Boston, New York.

This book provides the first year's work in algebra for secondary schools. It is as brief as the algebra of years ago, and yet contains the best of the modern ideas—such as graphical methods, problems from physics and geometry, the use of the fractional exponent in surds, etc. It is not intended for a complete course, but gives the student a good working knowledge of the subject through simultaneous quadratics.

An index and answers are furnished.

Human Foods.

By Harry Snyder, chemist of the Minnesota Experiment Station. 362 pages. Price, \$1.25, net. The Macmillan Co., New York, Chicago.

This work aims at presenting some of the principles of human nutrition, along with a study of the more common articles of food. Prominence is given to those foods, as flour, bread, cereals, vegetables, meats, milk, dairy products and fruits, that are most extensively used in the dietary, and to some of the physical, chemical and bacteriological changes affecting digestibility and nutritive value which take place during their preparation for table. Dietary studies, comparative cost and value of foods, rational feeding of men, and experiments and laboratory practice form features of the work. Some closely related topics, largely of a sanitary nature, as the effect upon food of

household sanitation and storage, are also briefly discussed. Too little attention is generally bestowed on the study of foods in homes, as well as in colleges. This carefully prepared work will go far to help correct so great a defect. There are review questions and an index.

TEXT BOOK NEWS.

(Concluded from Page 14.)

Atlanta, Ga. The Georgia school book commission finished on Dec. 15 the work of selecting the text books for the use of the common schools of the state during the next five years. The larger part of the books had been chosen at previous sittings of the commission, those selected at the last meeting being the following:

Wentworth's New Elementary Arithmetic, published by Ginn & Co., of Boston, Mass.

Hunnicut's Agriculture, published by the Cultivator Publishing Company of Atlanta.

The Writing Hour System of copy books, published by the Charles E. Merrill Company of New York.

Hyde's Second Book in Grammar, published by D. C. Heath & Co. of New York.

LUNCH COUNTERS.—Light lunches are served in many high schools where the noon recess is short and pupils are obliged to go long distances to their homes. The only objection that has been raised is where the lunches are of an elaborate character and the purchases may reveal a line of demarkation between the children of rich and poor parents. The school boards usually equip the lunch rooms and employ a salaried manager to take charge of the same. It is aimed not to make any profit, but to serve plain, wholesome food at moderate cost.

SUPPLEMENTARY READERS

THAT ARE WORTH WHILE

CYR'S GRADED ART READERS

Book I

Book II

Book III

In these three books Miss Ellen M. Cyr has succeeded admirably in placing before young readers in an interesting as well as instructive style, stories of the great artists and their work. The illustrations are reproductions of many masterpieces of painting and are in themselves fine examples of the printing art.

THE OPEN ROAD LIBRARY

By Marion Florence Lansing

Rhymes and Stories.

Fairy Tales, Book I.

Fairy Tales, Book II.

Tales of Old England.

The material in these four attractive books has been carefully selected from a wide field of literature. Original drawings of particular merit and interest have been used for the illustrations.

SOME FURTHER SUGGESTIONS

Cyr's Dramatic First Reader.

Richmond's Second Reader.

The Jane Andrews Books.

American History in Literature.

Judd's Wigwam Stories.

Long's Wood Folk Series.

Spyri's Moni The Goat-Boy.

Zitkala-Sa—Old Indian Legends.

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Headache

The use of **Horsford's Acid Phosphate** is especially recommended in the relief of Nervousness and Headache caused by impaired digestion, prolonged wakefulness or overwork. It acts as a general tonic and vitalizer, promoting digestion and restoring the nervous system to healthful vigor.

Horsford's Acid Phosphate is agreeable to the taste and is the same phosphate that occurs in wheat and other cereals.

**HORSFORD'S
Acid Phosphate**
(Non-Alcoholic.)

The Wrong Answer.

The state superintendent of public schools of Maine recently recalled a story of his early school life. He distinctly remembered, he said to an audience of Maine "school-ma'ams," his first day in school. It was also his brother's first day, and they occupied seats across the aisle from each other.

It was in the afternoon when the young and pretty teacher came to my seat, placed her hand on my shoulder and asked, "Don't you love me?"

I was almost frightened out of my wits, but I managed to look up at her.

"No, ma'am," I replied.

She then went to my brother, directly across the aisle, and asked him the same question, to which he replied:

"Yes, ma'am."

You may readily imagine which of us got the raisins from the pudding during that term of school. All that I got I pounded out of my brother.

I forthwith made up my mind that whenever that question was asked me again I would always reply:

"Yes, ma'am."



Teacher—Johnny, why did Washington cross the Delaware?

Johnny—Skidoo! you can't spring that old hen crossing the road gag on me.

Ein Schlauberger.

Professor: „Kellner, die Sonne scheint mir zu sehr auf meinen Tisch. Drueben stehen ja eine ganze Masse Tische, auf welche die Sonne nicht scheint. Holen Sie mir einen davon her.“

Editor Corson of the *Ohio Educational Monthly* vouches for the authenticity of the following composition submitted by a boy in an Ohio public school:

A teacher in a public school begins the work of the day in the following way:

"Good morning, boys!"

"Good morning, Miss —!"

"Frank, stand. Did you study your spelling lesson?"

"Yes (mam)."

"Here! none of that! Stand in the aisle, and don't lean over the desk."

Spell "defense."

Defense, "d-e-f-e-n-s-e."

"Correct. Give me a sentence with the word defense."

"The cat jumped over de fense."

"Wrong! wrong!" shouted the teacher.

"I will give you another chance."

Spell "delight."

Delight, "d-e-l-i-g-h-t."

"Correct. Give me a sentence with the word delight."

"Up went the window and out went de light."

"I will give you the last chance, you stupid boy. Spell 'defeat.'"

Defeat, "d-e-f-e-a-t."

"Now give me a sentence with the word defeat and take care lest you get a failure."

"De feat of the dog is dirty."

"Sit down, you lazy boy, and take a failure in spelling."

Etymological.

When one sits lonely on a log
And talks, 'tis called a monologue.

If there were two folks by a log
They'd call their talk a dialogue;

Yet no one's known

To call a 'phone,

As it should be, a wirelogue,

Nor is a feline spatologue

Referred to as a catalogue.

The sailors when they check a log

Ne'er call the think a deckalogue,

Wherefore be it my epilogue

To finish up this dippylogue,

And say our etymology

Is no more certain than a flea.

—Harper's Weekly.

Sunday School Teacher—Willie, are there any prophets nowadays?

Willie (son of an up to date grocer)—Yes, ma'am; small profits and quick sales.

Teacher—Tommy, what is the plural of pauper?

Tommy—Why, porpoises, ma'am.

ZEAL and earnestness are as necessary in the school room as they are in business. It was Bulwer Lytton who said: "Nothing is so contagious as enthusiasm; it is the genius of sincerity, and truth accomplishes no victories without it." We are very much in earnest when we talk about **DIXON'S AMERICAN GRAPHITE PENCILS** and we hope that all teachers who feel the need of using good materials will also be in earnest and let us know their troubles, and we will do our part by sending samples that will prove that the Pencil That Fits is the only pencil that should be used in the school room.

JOSEPH DIXON CRUCIBLE CO. JERSEY CITY NEW JERSEY

Looking Ahead.

According to a story told in an eastern daily two little girls were playing on the lawn when they began to speak of their future.

"When I grow up," said one of the little girls, "I am going to be a school teacher."

"When I grow up," responded the second, "I am going to be the mother of four children."

"Yes," returned the first, "and when they come to school I will whip them and whip them and whip them."

"You mean thing," exclaimed the second, as tears came into her eyes, "what have my poor children ever done to you?"

A Girl's Essay on Boys.

Boys are men that have not got as big as their papas, and girls are women that will be ladies by-and-by. Man was made before woman. When God looked at Adam He said to Himself: "Well, I think I can do better if I try again." And He made Eve. God liked Eve so much better than Adam that there have been more women than men.

Boys are a trouble. They wear out everything but soap. If I had my way half the world would be girls and the rest dolls. My papa is so nice that I think he must have been a little girl when he was a little boy.

Man was made, and on the seventh day he rested. Woman was then made, and she has never rested since.—Ladies' Home Journal.

She Grew.

A teacher, after patiently defining words in a spelling lesson, gave the word "growsome" from among them to be put into a sentence, with this result from the brightest little girl in the class. "I cannot wear my last summer's dress, because I grew some."—Life.

A Bare Spot.

It was the geography lesson in the infants' class, and the patient teacher was doing her best to instill into the minds of the little ones the meaning of the word "desert."

"So, you see, children," she said, "a desert is a great place where nothing will grow. Now, Johnnie Tompkins, I don't believe you were listening."

"Yes, I was, teacher."

"And do you know what a desert is?"

"Yes, teacher—a place where nothing will grow."

"That is correct. Now, give me an instance of one of the world's deserts."

"My daddy's head, teacher!" ventured Johnnie.

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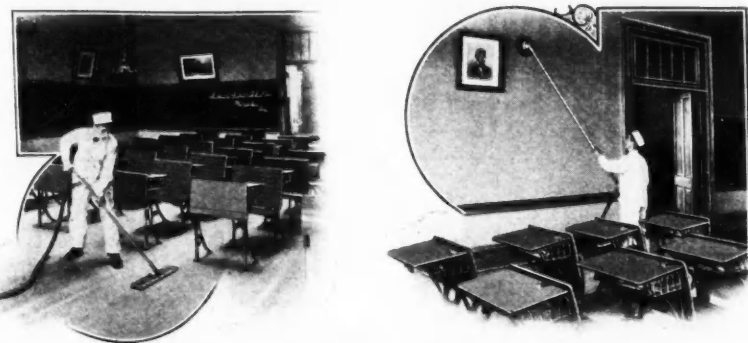
Vacuum Cleaning for Schools

THE DUST OF THE SCHOOLROOM to-day is pregnant with the spit of yesterday. That is because it is yesterday's dust—like-wise yesterday's spit. *Moral: Don't have any yesterday's dust in your schoolrooms to-day.*

VACUUM (Suction) CLEANING sweeps the schoolhouse more rapidly and cleaner than can be done with brush or broom; does away with any dusting necessitated by sweeping; it raises no dust in the process; it sucks the dirt and fine dust—including such as is inaccessible to broom or brush—through hose and pipes into a dust-tight receptacle in the basement, where it is destroyed by fire. Sweeping can be done at any hour of the day, on stairs, in corridors or rooms not in use—noiselessly, dustlessly. No bad odors from dust, from kerosene, or from soured scrub-water. No "dusting" with feathers or cloths—a clean, healthful school building. System now mechanically perfect and a blessing to any community. **Special equipment for cleaning school buildings.**

Send for pamphlet on "School Hygiene," and other explanatory circulars.

American Air Cleaning Company
601 Enterprise Building, Milwaukee, Wis.



SCHOOL HYGIENE: A FACTOR IN PUBLIC ADVANCEMENT.

(Continued from Page 7)

Today there is no lack of suitable models of seats and desks, adjustable to the scholar, and the embarrassment is that of choice. Not only should seat and desk, but also foot rest and back, be adjustable. The rule that the seat shall be three-elevenths of the height of the body is generally known, but the anatomic rule as to knee height for seat and elbow height when seated, for desk, is better than fractional rules. All that is necessary, therefore, is the exercise of judgment in the assignment of seat to pupil, disregarding the whims of the latter.

Crowding in the school at present is accepted as an unavoidable evil, but certainly is a sad commentary upon our boasted enlightenment. The impossibility of causing a proper quantity of air to diffuse through small space, with sufficient rapidity to supply the needs of overlarge numbers, without creating dangerous drafts, is quite apparent. Even among small children the number of occupants of a room should never exceed one for every 500 cubic feet of contained space.

Cleaning—Water Supplies.

Ordinances should be enacted requiring that all schools, churches and assembly buildings be cleaned by vacuum exhaust. Flushing at proper intervals is desirable, and school buildings should be so constructed as to permit it. During vacations they should be thoroughly disinfected and fumigated with formaldehyde. Already I have alluded to the advantage of walls that admit of damp cleaning.

To supply schools with pure drinking water is by no means an easy problem. Distilled water lacks the very salts that the growing child

needs, and boiled water, although free from active bacteria, is dead water, unsuited to all the uses of the human organism. The greatest menace is water infected by typhoid germs, and here boiling obviates the danger. Freezing water does not kill typhoid germs. If pure, uncontaminated water is not obtainable, boiling should be resorted to.

But nothing better shows the attitude of the public towards the school, its lack of appreciation, its parsimony, the misconception of its good influence, than the regard in which teachers are held—estimating this regard by their annual stipends. Compare these with the average wage of bricklayer or street paver. In spite of such drawbacks the incumbents, generally, are earnest and capable; but would they be less so on adequate pay? Would larger salaries attract less capable workers, or be detrimental to the system? Let us advocate a trial.

If now, with the impulse of the teacher, I may briefly summarize, I would say:

That the problems of school hygiene primarily concern the *physician*.

That its attraction for him must be from the altruistic rather than from the standpoint of emolument.

That, although the movement is distinctly modern, advancement has been rapid, in spite of active and passive opposition.

That the aim of school hygiene is the co-incident development of body and mind to its highest efficiency; that overdevelopment of either is irrational.

That to this end methods and hours should be adjusted, architectural and sanitary defects corrected—crowding prohibited—good habits inculcated—health promoted—competent and conscientious examiners employed—the school

removed from politics—and the vocation of the teacher made more honorable.

AN ECONOMY APPRECIATED.

In times of depression it has always been found true that every individual, as well as every municipality, must exert the greatest influence toward reducing expenditures. The claim was made a year ago by the Holden Book Cover Company of Springfield, Mass., that their business would show an increase in the face of the depression and panic which involved the whole commercial world.

Mr. Holden reports that at the end of December, 1908, he has been able to show a larger business in all departments than in previous years, and with the brightest prospects for 1909.

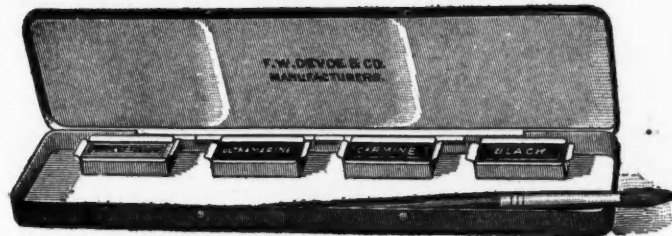
The Holden book covers have been well and severely tested in all climates and under many difficult conditions, and in every case have always stood up and substantiated the claims made for them.

It is readily to be seen that book covers are not a luxury to the schools, but a necessity, especially as the Holden company has consistently maintained one price to every city and town, thus contenting itself with a very small margin of profit. It has been rewarded by seeing its business grow from year to year.

The little mending devices, which they classify under "quick repairing materials," are well known to thousands of school boards, who supply an outfit for each teacher's desk, so that instant repairs can be made.

It is bringing back to life again the old proverb, "A stitch in time saves nine."

Harrisburg, Pa. The American Seating Company has been awarded the contract for 350 desks.



AS a teacher of color work in your school, you're after the best results. Right materials are essential to right teaching.

Devoe Water Color Outfits are the best that can be devised for school work.

No. 122, shown above, has one cake each Carmine, Ultramarine, Perfect Yellow, Black, and one No. 7 brush. Instead of Black you may have Charcoal Gray, or an extra Perfect Yellow.

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AIM OF INDUSTRIAL TEACHING IN THE PUBLIC SCHOOL SYSTEM.

(Concluded from Page 5)

it ought to provide opportunity for pupils who must go to work early in life to continue their academic education. Second, it ought to provide instruction in English and the rudiments of the common branches for our large foreign population. Thirdly, it should provide, on a large scale, for vocational training of great variety. Our present evening schools accomplish the first two, but they fail entirely to do the third. Yet if this third type of evening school were organized it would have a much larger attendance than the other two. The correspondence schools and the evening industrial schools of the Young Men's Christian Association show how great is the demand for vocational training in evening schools. It is this type of evening school which has been developed on such an enormous scale in Europe. The present enrollment in this kind of evening schools and in a few similar day schools, in the city of Berlin alone, is nearly 50,000.

Free-hand drawing, designing and mechanical drawing applied to the mechanical trades should be taught on a large scale. Applied physics, applied chemistry, applied mathematics, should be taught to men who need such knowledge in the practice of their trade. All such subjects must be taught, not by professional academic teachers, but by men who know the trade to which they are to be applied.

Then there ought to be established shops in which boys can learn the actual trade in school. For some trades the shops of the technical high school are best; for others special shops must be provided.

Order in Which They Should Be Established.

In what order should these various types of schools be established? Two considerations must decide this. First, the educational need; second, expenses, public sentiment and other local conditions. From the standpoint of educational need, a day trade school for boys and girls between 12 or 13 and 16 to 17 should probably come first; but for the reasons stated this, in most communities, is the most difficult type of all to establish. Therefore, it should not come first. So far as the day schools are concerned, the first thing to do is to provide manual training, drawing and designing in an elementary form for all. Next to reorganize the evening school system as indicated. This will not cost much. Where there is a technical high school, one of the evening trade schools should be opened in its shops.

The evening industrial and trade school classes will indicate in what directions there lies the greatest need of industrial training. They will help to solve the problem as to what trades should be taught in the four-year course of the day industrial school to be established later. Furthermore, these evening classes will prepare public sentiment to support trade schools for day classes, which will involve generally more expense. Labor unions and manufacturers will become more accurately informed as to how vocational schools will further their interests and will give day trade schools their support. Ultimately, it will be necessary to give labor unions a voice in the management of public trade schools, just as they have today in Germany. This can easily be done by providing for duly appointed advisory committees to the school board. There should be such

committees of manufacturers, as well as of labor unions, in order that such schools may be kept in close touch with changing conditions.

COMING CONVENTIONS.

Jan. 12-14. Tennessee Public School Officers' Association, at Nashville. P. L. Harned, secretary-treasurer, Clarksville.

Feb. 20. Illinois State Academy of Science, at Springfield.

March 31-April 1, 2, 3—Michigan Schoolmasters' Club at Ann Arbor; Louis P. Jocelyn, secretary, Ann Arbor.

April 1-3. Northern and Southern Indiana Teachers' Association. Joint session in Indianapolis.

April 8-10. Alabama Educational Association at Birmingham. N. R. Baker, Ensley, chairman of executive committee.

April 8-10. Southeastern Iowa Teachers' Association at Iowa City.

April 13-14-15. Ontario Educational Association at Toronto, Canada.

June 22, 23, 24, 1909. Kentucky Educational Association at Estill Springs, Irvine, Ky. T. W. Vinson, secretary, Frankfort.

June 29-July 1. Pennsylvania State Educational Association at Bethlehem. Supt. Charles S. Foos, president, Reading, Pa.

February 23-24-25: Department of Superintendence, National Education Association, at Chicago.

April 29-May 1: Mississippi Teachers' Association, at Natchez.

April 26-30: International Kindergarten Union, at Buffalo. Nina C. Vandewalker, principal Kindergarten Training Department, State Normal School.

SCHOOL HYGIENE.

Pawtucket, R. I. Favorable action has been taken by the board of education for opening a fresh air school for tubercular children. The city physician certified to the fact that there are a sufficient number of incipient cases of tuberculosis to warrant the opening of a class.

Indianapolis, Ind. Public school buildings are being equipped with sanitary drinking fountains.

A "health day," to be observed in the public schools, has been proposed by the University of Georgia to State School Commissioner Jere M. Pound. On this day, as it is suggested by Professor Babcock of the university, instruction is to be given children in personal, domestic and public sanitation.

The printed proceedings of the second international congress of school hygiene, which was held in London in 1907, have finally appeared in the United States, although copies were distributed in the European countries last fall. The three volumes form, at present, the most complete and authoritative work in the field.

COURSE OF STUDY.—The objects of a course of study are to supply the teachers with a program defining the minimum matter to be taught children and stating the time periods within which certain parts of study are to be completed. It is not intended to state what a teacher should do each day, but rather to map out those studies which experience has shown are suitable for the elementary school and to suggest to the teacher methods for preparing themselves and enlarging upon this work. Another end is the unification of the work of all the schools to establish a common basis of excellence.

The problem of building a course of study is an important one and deserves the best attention of superintendents and teachers. School boards do not bear so close a relation to the course of study today as they did formerly. It is quite properly being recognized that the professional factors should formulate and bear the responsibility for the course.

New Material for Art Work

MARSHALL'S COLOR STUDIES

By LAURA E. MARSHALL

These artistic reproductions of Studies from Nature, done with the Bradley "Standard" Water Colors, are excellent types for students to have before them. They are correct in drawing and true to nature in coloring. SET No. 1. 12 STUDIES—Flowers, Fruits and Vegetables. Size 8x9 - - - - Per Set, \$0.75 SET No. 2. 6 STUDIES—Flowers. Size 9x12, " \$0.75

POSE DRAWINGS OF CHILDREN

By BESS B. CLEVELAND

A set of brush and ink drawings, consisting of ten sketches of boys and girls, suggesting things in which they are interested, and giving ideas for simple, natural poses. They have been prepared with especial reference to school conditions and school work, and as a help to a better conception of pose drawing on the part of both teachers and pupils, this set of sketches will be found invaluable. The drawings are simple and forceful in treatment, with little detail, and large enough to be readily seen from all parts of the room. Ten plates, in folder, set, \$0.50; postage, 14c. Bradley's Graded Color Portfolios

By KATHRYN GRACE DAWSON
Bradley's Graded Color Portfolios are the result of several years' careful observation and study of children's efforts in the use of colored crayons and water colors in the school room under ordinary conditions.

PORTFOLIO No. 1 covers the first and second grades—medium used colored crayons. Per set, \$0.35

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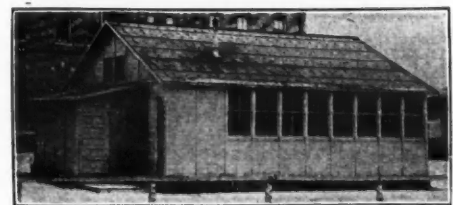
PORTFOLIO No. 3 covers the sixth, seventh and eighth grades—medium used Bradley's Standard Water Colors—B-1 box. Per set, \$0.35

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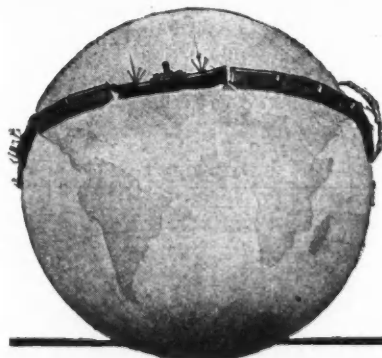
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Harvard University

Austin Scholarships for Teachers

For men teachers and school superintendents (college graduates) on leave of absence. Applications for 1909-10, received until March 15, 1909. For information and blank forms of application, address George W. Robinson, Secretary of the Graduate School of Arts and Sciences, 5 University Hall, Cambridge, Mass.

A NEW STEEL DESK.

A very interesting and instructive visit was recently made by a representative of the School Board Journal to the factory of the Columbia School Supply Company at Indianapolis, Ind. The vast variety of school supplies and furnishings made in this one factory was a revelation. The various steps in the manufacture of laboratory equipment, including even glassware, small generators for demonstrating the uses and application of electricity, and small model engines for showing clearly the valve motion, were among the many interesting things seen. But what impressed one most of all was the atmosphere of progressiveness and enterprise which was everywhere evident. The application of steel in the manufacture of school furniture particularly emphasized this point.

For some time the Moore brothers have been manufacturing teachers' desks in which steel is largely used, and more recently they have been making manual training benches in which steel replaces wood for legs and braces, the tops alone being made of wood. Within the last month a steel adjustable desk has been perfected and a patent applied for. This completes what the company calls its "Sanitary line." This steel desk is a radical departure from the usual wood and cast iron desks. Its strength, the ease with which all parts can be adjusted, and the lack of possibility for the collection of dust or dirt about it make this desk one which will demand favorable consideration at the hands of all schoolmen.



The illustration gives a better idea of this new departure than it is possible to convey in words. Interested persons are recommended to send for descriptive circulars. Purchasers will be pleased to know that this desk will cost no more than the kind they have been buying. The freight will be low, because the weight is so much less than that of heavy castings. Steel cannot break, as cast iron does, and therefore the annoyance of receiving goods in bad order will be minimized.

The sales organization of the Columbia School Supply Company is also being remodeled. Heretofore orders have been secured largely by salesmen, as it was thought necessary to have a man on the ground whenever an order was to be placed. By keeping careful record of returns received from salesmen, and from advertising and circularizing, Mr. Moore says he has decided that a policy of "From Factory to Schoolroom" will result in equal or better profits to his company and far better values and quicker service to the customer.

This plan has brought such an increase of business that after the first of January next all traveling men will be called in, all connections with dealers will be canceled, and all goods will be sold direct. Any order will be sent subject to approval, the goods to be paid for after thorough examination and complete satisfaction that they are just as ordered. Business will be secured by circularizing, supplemented by judicious advertising. The new catalog, of which 100,000 copies are being printed, and which contains 1,200 illustrations, will be sent on request.

Backward Children.

The causes of retardation among school chil-

dren in the New York City schools have been summarized by Roland P. Ayres of the Russell Sage Foundation. Mr. Ayres says:

"One-third of all the children in New York schools are retarded, but retardation is not uniform among the schools.

"A late start at schooling is only a slight factor.

"Ignorance of the English language has little to do with it.

"Boys and girls were found who had been in the first grade four years. One girl in the third grade has been in school nine years. Many children were found who had started to school before their present classmates were born.

"Five per cent made more than normal progress; 40 per cent made slow progress.

"German boys and girls made the best showing. Americans almost as good, and Russian, Irish and Italian children made the poorest showing. There was no difference in the percentage of retardation between boys and girls.

"The older children had fewer defects, as shown in 8,000 physical examinations, than the younger ones, except as to defective eyesight, more cases of which are found as the grades advance. Of first grade pupils, 17 per cent have visual defects; of eighth grade, 35 per cent."

Mr. Hicks Freed.

William K. Hicks, secretary of the Minneapolis board of education, who was indicted in October for alleged bribery, was completely exonerated last month. On two charges tried before the criminal court he was found not guilty. The district attorney upon his own initiative nolleed the remaining charges.

The investigation of school board affairs in Minneapolis, which led to the arrest of Secretary Hicks, was begun last spring, when a detective, named Burns, was brought on from San Francisco and put on the track of the school board secretary.

SUPPLIES AND EQUIPMENT.

(Concluded from Page 14.)

Two new catalogues of microscopes and projection apparatus have just been issued by the Bausch & Lomb Optical Company. The publications mark an epoch in the field of scientific optics, because they herald the completion of a new standardization of "B. & L." instruments. Schoolmen will be much interested in the new improved models of balopticons and microscopes shown.

School officials who are in search of materials for nature study classes will be pleased to learn that Mr. G. W. Holden of Springfield, Mass., has renewed his offer to send ripe cotton bolls to schools. The bolls are packed six in a box, with six inch stems, just as they were picked, and will be sent postpaid. Requests should be sent through superintendents or principals.

New school buildings in the following cities have recently been furnished throughout with the Johnson window shade adjusters, making

Floors
Free from
Dust



Hygienic Schoolroom Floors

A dust-laden atmosphere is a constant menace to health. Continuous activity on the part of pupils stirs up the dust from the floor and keeps it in circulation. Proper ventilation will assist materially in keeping dust at a minimum, but the only solution of this problem is to eliminate the dust entirely. This can be successfully accomplished by treating floors with

STANDARD FLOOR DRESSING

Actual use has proved beyond question its effectiveness as a dust-extinguisher—the danger from disease contagion from dust being reduced almost one hundred per cent.

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WE WILL PROVE the remarkable efficiency of Standard Floor Dressing at our expense. On request we will apply it to the floor of one schoolroom or corridor free of all charge. We are confident that a trial will result in the continued use of Standard Floor Dressing.

You will find interesting reading in our free booklet "Dust and Its Dangers." Write for a copy.

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a complete adjustable shade to regulate light and ventilation: Tomahawk, Wis.; Adrian, Mich.; Beloit, Wis.; Danville, Ill.; Augusta, Ga.; Republic, Mich.; Savannah, Ga.; Louisville, Ky.; Holland, Va.; Frankfort, Ky.; Brackettville, Tex.; Middlesborough, Ky.; Veedersburg, Ind.; Westboro, Wis.; new courthouse, Crown Point, Ind.; new city hall, Shreveport, La.; McClure building, Frankfort, Ky.; St. John's cathedral school, Milwaukee, Wis.

Houston, Tex. Contract for school furniture awarded to the Texas Seating Company.

Mr. W. A. Putt looks after the music publications of the American Book Company in the state of Ohio. He resides in Akron, and reports to the Cincinnati office.

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ALABAMA.

Montgomery—Propose issuance of bonds for school purposes. Ensley—Propose erection of high school.

ARKANSAS.

Okolona—Propose to issue bonds for school.

CALIFORNIA.

Los Angeles—4-story school will be erected. Modesto—Arch. Benj. J. McDougall, San Francisco, has plans for 6-room school. Brawley—Arch. B. M. Morris, Los Angeles, has plans for 1-story school; \$20,000. Alhambra—1-story school will be erected. San Diego—School will be erected. Redlands—Arch. R. Myron Woolpert has plans for school, Leugonia dist.; \$50,000. San Francisco—Plans have been prepared for 2-story normal school. South End primary school will be erected; \$100,000. Oakland—Propose erection of polytechnic school. Nevada City—Plans are being prepared for 3-room school. Chino—Arch. Franklin P. Burnham, Los Angeles, has plans for 2-story high school.

COLORADO.

Eaton—Site has been secured for high school costing \$25,000.

GEORGIA.

Brunswick—Arch. J. F. Leithner, Wilmington, N. C., has plans for 2-story school. Ashburn—Propose issuance of bonds for school.

ILLINOIS.

Lovington—School will be erected; \$18,000. Chicago—Site has been secured for manual training school. Sheridan—Contemplate erection of school.

INDIANA.

Fowler—Arch. Joseph T. Forton, Chicago, Ill., will prepare plans for two-story parochial school; \$25,000. Waterloo—Arch. Griffith & Fair, Fort Wayne, have plans for two-story school. Richmond—Contemplate erection of school; \$50,000. Elkhart—Parochial school will be erected. Farm-land—Contract was awarded for two-story school.

IOWA.

Otho—Arch. Albright & Bradford, Fort Dodge, have plans for two-story school; \$5,000. Des Moines—Plans will be prepared for three schools. Homer—Two-story school will be erected; \$10,000.

KANSAS.

Kansas City—Propose to issue \$250,000, bonds, for schools. Hutchinson—Propose to issue \$100,000, bonds, for high school. Fall River—Arch. C. W. Squires, Emporia, has plans for two-story school; \$10,000. Mulberry—School will be erected. Wichita—Plans are being drawn for school. Barnard—\$15,000, bonds, issued for school. Benedict—Arch. C. A. Henderson, Coffeyville, has plans for two-story school; \$6,000. Moline—Arch. Nichols & Ferry, Bartlesville, have plans for two-story school.

KENTUCKY.

Maysville—\$30,000, bonds, will be issued for schools. Bowling Green—Propose purchase of site for school.

LOUISIANA.

New Orleans—Arch. Andry & Bendernagel have plans for school. St. Martinsville—Propose erection of school; \$25,000. New Orleans—Arch. E. A. Christie has prepared plans for school.

MAINE.

Portland—School will be erected; \$150,000.

MARYLAND.

Baltimore—High school will be erected, Catonsville Sta.; \$40,000.

MASSACHUSETTS.

New Bedford—Plans were submitted for school. Boston—Contemplate erection of school for West End. Dedham—Arch. Luther C. Greenleaf, Boston, has plans for two-story school; \$60,000.

MINNESOTA.

Breckenridge—Arch. F. D. Orff, Minneapolis, has plans for two-story school; \$40,000. Wadena—Propose issuance of \$40,000, bonds, for school.

MISSISSIPPI.

Moorhead—\$10,000, bonds, will be issued for school.

MONTANA.

Red Lodge—Arch. Merrill & Merrill, Bridger, have plans for school.

NEBRASKA.

Davenport—Arch. W. F. Gernandt, Fairbury, has plans for two and one-half story high school; \$15,000.

NEW JERSEY.

Millville—Plans have been approved for 17-room school; \$50,000. Flemington—Primary school will be erected. Madison—Arch. J. O'Rourke & Sons, Newark, have plans for parochial school. Summit—Two story school will be erected; \$60,000. Bradley Beach—School will be erected. Ridgewood—Arch. H. Fritz, Passaic, has plans for two-story school.

NEW YORK.

Buffalo—Erection of central high school is proposed. Angelica—School will be erected. Binghamton—Contemplate erection of high school. Yorktown—State training school will be erected; \$1,000,000. Albany—Propose erection of high school.

OHIO.

Struthers—Arch. C. C. & A. L. Thayer, New Castle, Pa., have plans for two-story school; \$40,000. Bellaire—Plans have been submitted for school. Fremont—Contemplate erection of high school; \$80,000. Portsmouth—Contemplate erection of school. McArthur—\$25,000, bonds, will be issued for school.

OKLAHOMA.

Tupelo—Arch. J. B. White, Ardmore, is preparing plans for two-story school. Vinita—Four schools will be erected. Hewitt—Arch. Tackett & Myall, Ardmore, have plans for two-story school. Bartlesville—Arch. C. W. Squires, Emporia, has plans for three-story high school; \$50,000. Gage—Arch. A. A. Crowell, Enid, has plans for ten-room school. Fairfax—Propose to issue \$40,000, bonds, for school. Weatherford—Arch. Layton & Smith, Oklahoma City, are preparing plans for two-story school; \$30,000. Marlow—Arch. Hair & Smith have plans for two-story school; \$35,000. Kingfisher—Arch. L. P. Larson, Chickasha, are preparing plans for two-story school; \$30,000. Roff—Arch. J. B. White, Ardmore, has plans for two-story school; \$15,000. Woodward—Propose erection of school; \$40,000. Hollis—\$20,000, bonds, will be issued for high school. Mounds—Eight-room school will be built.

OREGON.

Portland—Contract was let for school, Montavilla Sta.; \$10,000. McMinnville—Propose purchase of site for modern school.

PENNSYLVANIA.

Pittsburg—Arch. R. Maurice Trimble is preparing plans for two-story industrial school; \$30,000. Flemington—Bids were received for erection of eight-room school; \$45,000. Philadelphia—School will be erected. Frankford Sta. Homestead—Propose issuance of \$100,000, bonds, for school. Scottsdale—Arch. Allison & Allison, Pittsburg, are preparing plans for two-story school; \$50,000.

RHODE ISLAND.

Providence—Arch. Clark, Howe & Homer have plans for 12-room school.

SOUTH CAROLINA.

Central—Arch. C. Gadsden, Sayre & Co., Anderson, have plans for two-story school. Newberry—\$30,000, bonds, will be issued for schools. Greenwood—Erection of high school is being proposed. Iva—Arch. J. H. Casey, Anderson, has plans for school.

TEXAS.

Brownwood—\$25,000, bonds, voted for school. San Angelo—Propose to issue \$35,000, bonds, for two schools. Graham—Arch. Lang & Witchell, Dallas, have plans for school.

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KANSAS CITY

VIRGINIA.

Danville—Arch. Chas. M. Robinson, Richmond, has plans for two-story school; \$40,000. Waverly—High school will be erected; \$15,000. Norfolk—School will be erected, Berkley Sta.; \$25,000.

WASHINGTON.

Seattle—Propose to issue \$400,000, bonds, for schools. North Yakima—School will be erected; \$80,000.

WEST VIRGINIA.

Wheeling—Propose issuance of \$140,000, bonds, for school purposes.

WISCONSIN.

Gilmanston—Arch. Naset Bros., Sparta, are preparing plans for 2-story school; \$8,000. Green Bay—Plans have been prepared for west side high school; \$125,000. Antigo—High school will be erected; \$80,000. Prairie du Chien—County normal school will be erected; \$20,000. Milwaukee—Additions will be built for three schools.

WYOMING.

Rock Springs—Propose to issue \$19,000, bonds, for schools.

Plans Wanted.

Norfolk, Va.—Competitive plans will be received until Feb. 1 for three-story high school. Paul Gale, clerk.

REPORTS AND PUBLICATIONS RECEIVED.

Bulletin 5 of the Illinois Educational Commission. Paper, 8vo., 58 pages. A discussion of the organization and administration of teachers' institutes throughout the United States, with special reference to the state of Illinois. A paper on the purpose and value of institutes, and recommendations of the commission for reorganizing the Illinois institute system, are included.

Boston, 28th annual report of the superintendent of public schools, by Stratton D. Brooks. Paper, 8vo., 182 pages. Contains a detailed study of the workings of the new system of administration. Appendix e is a discussion of the new system of medical supervision written by Dr. T. L. Harrington.

Catholic Educational Association. Report and proceedings of the fifth annual meeting, at Cincinnati, July 6-9, 1908. Paper, royal octavo, 480 pages.

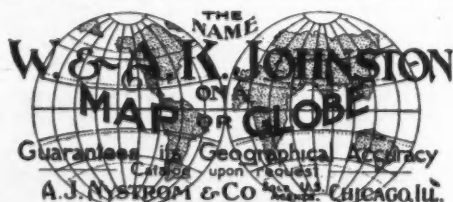
The addresses delivered at the annual meetings of the C. E. A. represent the best thought of

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¶ We are installing more steam blast heating and ventilating plants in school buildings than any other firm of heating contractors in the States of Ohio, Indiana or Michigan. ¶ Our services as practical engineers can be secured to prepare heating and ventilating plans and specifications; furnish estimates and execute contracts; make expert examinations and reports for any modern steam or furnace system of heating and ventilation. ¶ Our engineering is of the highest standard, and our work up to the best practice. Correspondence solicited from Architects and School Boards from any part of the United States. When in need of anything in our line, don't forget to write us. Why should you not profit by our experience? You will make money by it.

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NO BUILDING IS TOO LARGE OR TOO SMALL FOR OUR PERSONAL AND PROMPT ATTENTION.

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Ashby's Portfolio of School Houses containing beautiful designs (perspective and floor plans) of school buildings ranging from one room up, will be sent to School Committees that are interested in the erection of school buildings for which plans have not yet been procured

G. W. ASHBY, Architect, Medinah Bldg., Chicago, Ill.

Catholic educators in the United States. The range of subjects in this latest year book of the association covers problems of colleges, parish schools, superintendents, schools for the deaf and seminaries. The papers are, in general, of a high order, and advanced study.

Columbus, Ga., forty-first annual report of the schools, year ending June, 1908, Supt. Carleton B. Gibson. Paper, 134 pages. Contains report of the board of education and of its officials, statistics, courses of study. The report on the Secondary Industrial school is both interesting and valuable.

Simple Lesson on Tuberculosis. By Dr. M. J. Rosenan, Dr. E. C. Schroeder and Emile Berliner. Paper, 20 pages, no price stated. Published by the committee for the prevention of tuberculosis, of the Associated Charities, Washington, D. C.

The booklet has been prepared for seventh and eighth grade pupils. It includes a concise, simple statement of the nature of tuberculosis, and a discussion of the conditions which are favorable to the spread of the disease. The latter part includes wholesome advice for its avoidance.

Trade Schools. The Organization and Management of, by John M. Shrigley. Paper, 16pp. A reprint of Mr. Shrigley's address before the recent convention of the national society for the Promotion of Industrial Education.

Report of parish superintendent for years 1904-



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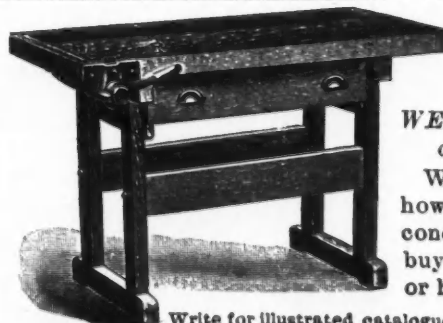
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is said by all school boards using them to be the ideal shade for schools. The most simple, durable and inexpensive. A permanent full size sample adjuster costs only the express charges (give size of window).

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Front View.

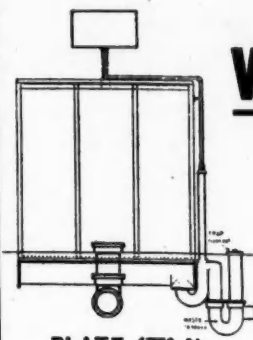


PLATE 1779-N.

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End View.

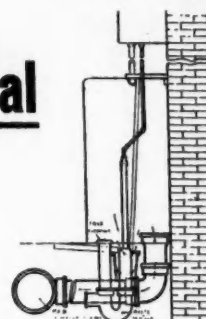


PLATE 1780-N.

N. O. NELSON MFG. CO.

Edwardsville, Ill.

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1908, Avoyelles parish, Louisiana. V. L. Roy, Marksville, superintendent.

The Joshua Palm, a students' publication of the Goldfield, Nevada, high school. Issued under the supervision of Supt. J. G. McKay.

Institute Manual of thirty-fourth teachers' institute for New Castle county, Delaware. Issued by Supt. A. R. Spaid, Newark, Del.

Caspar's Guide and Map of Milwaukee. Paper, 16mo., 156 pages. Price, 25 cents. C. N. Caspar Co. A very complete and accurate pocket guide.

STATE AND TERRITORIAL SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Alabama—Harry C. Gunnels, Montgomery.
Arizona—R. L. Long, Phoenix.
Arkansas—George B. Cook, Little Rock.
California—Edward Hyatt, Sacramento.
Colorado—Miss K. L. Craig, Denver.
Connecticut—C. D. Hine, Hartford.
Delaware—W. B. Warman, Jr., Dover.
Florida—William M. Holloway, Tallahassee.
Georgia—J. M. Pound, Atlanta.
Idaho—Miss S. B. Chamberlain, Boise City.
Illinois—Francis G. Blair, Springfield.
Indiana—Robert J. Aley, Indianapolis.
Iowa—J. F. Riggs—Des Moines.
Kansas—E. T. Fairchild, Topeka.
Kentucky—J. G. Crabbe, Frankfort.
Louisiana—T. H. Harris, Baton Rouge.
Maine—Payson Smith, Augusta.
Maryland—Martin Bates Stephens, Annapolis.
Massachusetts—George H. Martin, Boston.
Michigan—Luther L. Wright, Lansing.
Minnesota—J. W. Olsen, St. Paul.
Mississippi—Henry L. Whitfield, Jackson.
Missouri—Howard A. Gass, Jefferson City.
Montana—W. E. Harmon, Helena.
Nebraska—E. C. Bishop, Lincoln.
Nevada—Orvis Ring, Carson City.
New Jersey—Chas. J. Baxter, Trenton.
New Hampshire—Henry C. Morrison, Concord.
New Mexico—J. E. Clark, Santa Fe.

New York—A. S. Draper, Albany.

North Carolina—J. Y. Joyner, Raleigh.

North Dakota—W. L. Stockwell, Bismarck.

Ohio—J. W. Zeller, Columbus.

Oklahoma—E. D. Cameron, Guthrie.

Oregon—J. H. Ackerman, Salem.

Pennsylvania—Nathan C. Schaeffer, Harrisburg.

Rhode Island—Walter E. Ranger, Providence.

South Carolina—John E. Swearingen, Columbia.

South Dakota—Hans A. Ustrud, Pierre.

Tennessee—R. L. Jones, Nashville.

Texas—R. B. Cousins, Austin.

Utah—A. C. Nelson, Salt Lake City.

Vermont—Mason S. Stone, Montpelier.

Virginia—J. D. Eggleston, Jr., Richmond.

Washington—H. B. Dewey, Olympia.

West Virginia—Morris P. Shawkey, Charleston.

Wisconsin—Chas. P. Cary, Madison.

Wyoming—Archibald D. Cook, Cheyenne.

Territory Under National Government Control.
United States—Elmer Ellsworth Brown, Washington, D. C.

Porto Rico—Edwin G. Dexter, San Juan.

Philippine Islands—David P. Barrows, Manila.

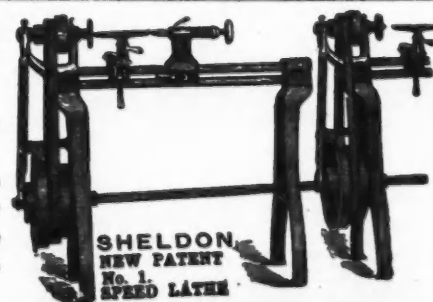
Hawaii—W. H. Babbitt, Honolulu.

District of Columbia—A. T. Stuart, Washington, D. C.

Alaska—Harlan Updegraff, Washington.

Panama—David C. O'Connor, Gorgora, canal zone.

Minneapolis, Minn. Warning has been given the principals of the public schools by Supt. C. M. Jordan that no pupil must be assessed for a class memorial. It has become a custom in the Minneapolis schools for the graduating classes, not only in the high schools, but also in the graded schools, to present to the school some gift as a memorial from the class. Dr. Jordan expresses his opinion that too much has been attempted in the way of expensive memorials, and reminds the principals that all subscriptions "should be entirely voluntary."



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EBERHARD FABER

NEW YORK

GROWTH OF EDUCATION IN NORTH CAROLINA.

State Supt. J. Y. Joyner of North Carolina recently made a statement that during the past five years 2,000 public schoolhouses have been built and equipped in his state. During the same period the value of the public school property of the state, amounting now to more than \$4,250,000, has been quadrupled; the annual expenditures for building, improving and equipping schoolhouses has been increased tenfold; the annual available public school fund raised by taxation, amounting now to \$3,250,000, has been trebled; the funds annually raised by special taxation in special school districts by a vote of the people, to supplement the funds available in those districts from state and county taxation, has been quadrupled. The average school term of the rural districts has been increased from 65 days to 87 days, and the school term in the rural special tax districts has been increased to 140 days. Teachers' salaries have been greatly increased, and the salary of county superintendents has been more than doubled. Appropriations for higher education have been greatly increased.

"Nothing could indicate more clearly the growth of public sentiment for public education," says Mr. Joyner, "and the determination of our people to make the sacrifices necessary to provide adequate educational facilities for their children, than this voluntary assumption, for the children's sake, of an additional burden of taxation for school purposes. Based upon the total school fund and the total valuation of taxable property, as officially reported in the respective states, North Carolina is now raising annually for school purposes 85 cents for every hundred dollars of taxable property, while Massachusetts is raising only 41 cents, and New York state 61 cents."

PROGRESS RECORDED.

Those who can recall the laboratories of twenty and twenty-five years ago will remember how rare was the microscope, especially for the use of individual students. Not only microscopes, but other scientific instruments, such as microtomes, projection apparatus, etc., were unknown in the majority of small schools. The progress has been gradual and we have become accustomed to modern equipment without realizing the extent to which the development has reached.

We are forcibly reminded of this progress by the information given in a recent publication—"A Few Facts and Figures"—issued by the Bausch & Lomb Optical Co. of Rochester, N. Y. The development of this scientific establishment since its foundation is an index to the growing demands which science makes upon the producers of reliable apparatus. In 1853 the company had no employees and occupied but a few square feet of space. Today ten acres of floor space is utilized by 1,800 employees.

This one concern has supplied over 66,000 compound microscopes, besides a great many

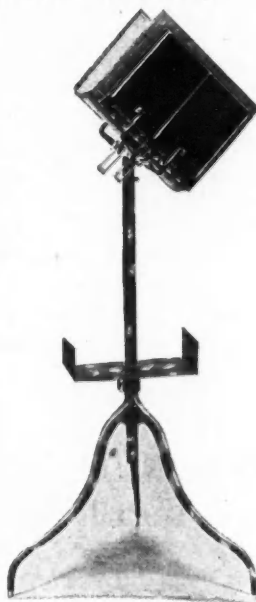
dissecting stands, quantities of hand magnifiers, over a million high grade photographic lenses, etc. One interesting item is 20,000 oil immersion objectives for the microscope. These were introduced

only a few years ago; 5,500 precise microtomes have been made, besides numerous photo-micrographic and projection equipments. Other departments have been added from time to time, including precision glassware made in their own factory in Germany, the original Ganong apparatus for the study of plant physiology, etc. Twenty-five million eyeglass lenses are produced annually.

But this is not the most important feature. Of greater importance has been the reduction of the cost of equipment to schools at the same time the quality and efficiency of the various instruments have been wonderfully bettered. This has been accomplished through the employment of highly modernized technical equipment and the research work of a competent and experienced scientific staff. The alliance with the Carl Zeiss optical works of Jena, Germany, announced a year ago in the booklet called "A Triple Alliance in Optics," assures even better things for the future.

THE DANN "ALL-STEEL" DICTIONARY HOLDER.

We take pleasure in announcing the advent of the Dann "All-Steel" Book Holder (or Dictionary stand), manufactured by the Union School Furnishing Company of Chicago, a concern that has established a reputation as manufacturers and distributors of some of the most modern apparatus and books to be found in school rooms today.



ly at the center of back when it is opened. All other book stands use cumbersome springs to hold the book in an upright position. The Dann all-steel stand uses the weight of the book itself. This is accomplished in the following

Plaster Casts

FOR DRAWING AND MODELING:

Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.

SCHOOLROOM DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

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manner: The hinge on the pressed steel leaf is so arranged that when the outer edge of the leaf is lifted (as in closing the book) beyond a certain point the entire weight of the book is thrown on the gradual roll (before mentioned). This pulls the leaves to a perfectly upright position and holds them firmly against the book. The action is extremely simple, with nothing to break or get out of order.

Tilting of the book to any angle which may be most convenient to the reader and in-and-out adjustment to accommodate various sizes of books is accomplished by one setscrew.

The book shelf revolves around the center tube on a perfect bearing. The leaves, tube, book shelf and legs are pressed out of cold rolled 16 gage steel.

This stand is so constructed along artistic lines that it is both ornamental and indestructive. It is finished in enamel and oxidized copper. This article certainly ought to be of interest to all of our readers.

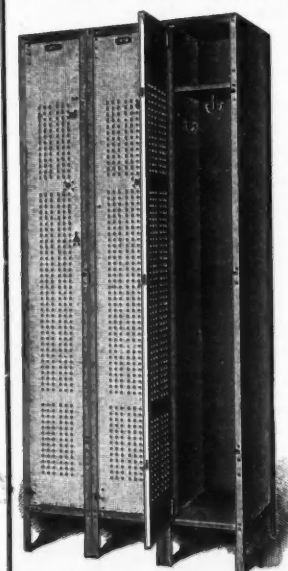
Coming Conventions.

Feb. 3-4. Department of county superintendents, Penna. Educational Association, at Harrisburg.

Feb. 2-3. Department of city superintendents, Penna. State Educational Association, at Harrisburg.

Feb. 4-5. Department of school directors (school boards), Penna. State Educational Association, at Harrisburg.

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THE NEW FOR

In our No. 1 illustrated article on the Cleaning System, we are pleased to state that have many cleaning tools having Mechanical in successful and thousands parts of the cleaning with vacuum of carpets and other house been accomplished satisfactory manner. Included with its vacuum

Fig. 1.—The standard size exclusive of end special size (desk legs in the sweeper positions, and under desks patents.)

Cleaning for cleaning spaces between doors where the floors tools were cleaning room or hallway like.

In school desk stands special tools dust and desk legs moved. with applied shown have Cleaning

Fig. 2.—end brush places inside

THE NEW VACUUM SWEEPING TOOLS FOR SCHOOL BUILDINGS.

In our November number we printed an illustrated article describing the "Aero" Vacuum Cleaning System and its sanitary value in the sweeping of schoolrooms. In this number we are pleased to print illustrations of special tools that have made it possible to apply vacuum cleaning to schools, hospitals and other buildings having large bare-floor areas.

Mechanical sweeping and cleaning has been in successful operation for nearly ten years, and thousands of buildings of all sorts, in all parts of the country, have already been equipped with vacuum cleaning apparatus. The cleaning of carpets and rugs, upholstery and bedding and other house furnishing fabrics has for years been accomplished in a most thorough and satisfactory manner by this modern process.

Included with the various tools supplied with its vacuum cleaning outfits, the American Air

signed especially for sweeping schoolroom floors.

Until the advent of these tools, which pick up all the dust and dirt from the surface, out of the cracks and crevices, from around and under desk standards and other school furniture, real sanitary sweeping in schoolrooms was impossible.

Particular attention is called to the bristle ends on these special sweeping tools. These loosen the dirt around the desk standards, in the corners between floors and side walls, etc. The suction force, exerting its influence through the conduit formed by the slot in the under side of the tool, when in contact with the floor, instantly collects all dust and dirt particles so loosened, and shoots them into the dust-tight steel tank in the basement.

With these practical tools schoolrooms are now swept quickly, silently and very thoroughly, and with the other special tools the system is now complete.

Vacuum cleaning does away with any dusting necessitated by sweeping. It raises no dust in the process of sweeping and dusting.

It sucks the dirt and fine dust of the schoolroom through hose and pipes into dust-tight



Fig. 3.—Showing the Matchette patent bare floor sweeper, with end brushes attached, and the heavy felt sweeping shoes which come in direct contact with the floor. The slot between these felt shoes forms, when the sweeper is in contact with the floor, a vacuum conduit, through which the dust and dirt are sucked up into the handle and thence whisked to the dust-tight separator in the basement. ("Aero" trade mark.)

receptacles in the basement, where it is destroyed by fire.

It sucks dust and dirt from places inaccessible to brush or broom. It enables the janitor to sweep at any hour of the day, when corridors or certain rooms are not in use.

Rooms may be swept during "study period" in the higher grades without material disturbance of the work of the classes.

The thorough cleaning obviates largely the necessity for scrubbing.

The avoidance of dust lessens the necessity for window washing.

Erasers may be cleaned daily so thoroughly that the chalk dust nuisance is entirely overcome.

It eliminates the bad odors arising from dust, kerosene, soured scrub water, etc., enables the janitor to finish his work much earlier and easier, and renders the atmosphere of the building clean, sweet and wholesome, saving lives, time and money.

Vacuum cleaning is the solution of one problem that remained in schoolhouse sanitation. Heating, lighting, ventilation and plumbing have all been brought up to twentieth century standards. The dust and its bacteria furnished the last, most difficult and most important drawback in the progress of schoolhouse construction and maintenance. And the perfection of this vacuum sweeping tool—the schoolroom sweeper—sets us right. Vacuum sweeping is a blessing to any community.

OPPOSE MARKING SYSTEM.

Chicago, Ill. It is expected that the salaries of teachers will shortly be increased an average of \$25 per year. President Schneider has stated that in his belief such additions will be possible for twelve succeeding years until the

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minimum of each salary group has been raised \$300.

The Chicago Teachers' Federation is again attacking the "secret marking system" which Supt. E. G. Cooley introduced several years ago. A referendum vote held by the teachers last month resulted in more than 3,300 ballots favoring the discontinuance of the plan, as against 158 votes for its retention. The teachers ask that the secret markings by which the efficiency of their classroom labors are judged at the hands of district superintendents and principals shall be discontinued. The rating, they believe, should be open to the teacher concerned, so that she may know just how her work is estimated by her superiors.

AGENTS.—Salesmen or other persons should not be permitted indiscriminately to visit teachers or students at the schools for the purpose of influencing the purchase, order or use of books or supplies, or for the purpose of taking pictures of the building or pupils. In places where the principal has a voice in the purchase of supplies or the adoption of text-books reasonable time should be granted to the agent to present the merits of his book or apparatus provided these are needed, and an adoption or purchase is in contemplation. The privilege should also be granted where high school teachers are expected to make recommendations on the books and appliances required in departmental work.

STORM SIGNALS.—In a number of school districts whenever it is deemed wise to close the schools for the day on account of very inclement weather, storm signals are sounded to give pupils and parents notice that school work is suspended for the day or half day, as the case may be. A bell is used for this purpose, although in certain towns the use of steam whistles of factories located in the vicinity of the school is provided for. The storm signals are given at 7:45 o'clock and at 11 o'clock in the morning.

RECESS.—Recess periods of fifteen minutes during the forenoons and afternoons for pupils in the grades are so well established that nothing can be added here except a reference to the rules regarding them, which prevail in many localities. These not only make the necessary periods compulsory but provide that teachers must urge all pupils to participate in outdoor exercise during these periods. It devolves upon the teachers to see that the pupils put on overgarments during cold weather and to remain with them, especially with those of the primary and kindergarten grades.

CONTAGIOUS DISEASES.—Children afflicted with contagious or infectious diseases are excluded from attendance at school. The common diseases coming under this head are: Measles, mumps, chicken pox, whooping cough, scarlet fever, diphtheria, smallpox and tuberculosis. Members of families where measles, smallpox, diphtheria or scarlet fever occur are also excluded. A certificate of the health officials or some reputable physician is usually required before such children are re-admitted.

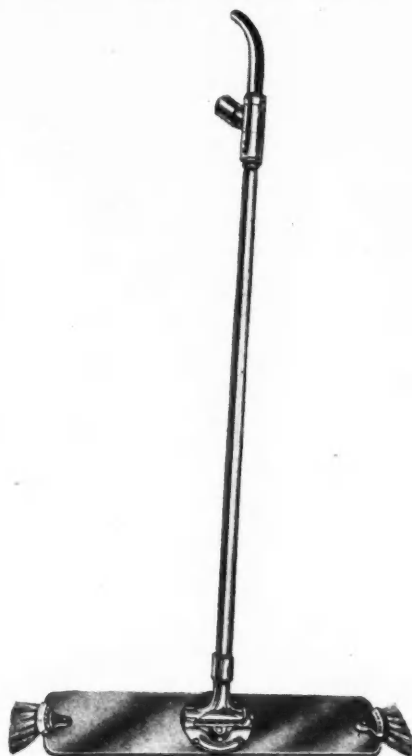


Fig. 1.—This vacuum sweeping tool is made in three standard sizes—18 inches, 24 inches and 36 inches, exclusive of end brushes, for cleaning bare floor areas. A special size (see fig. 2) is made for sweeping among the desk legs in schoolrooms. The handle is attached to the sweeper by a swivel joint, which is air-tight in all positions, and which permits of the tool being used under desks, radiators, etc. (Covered by Matchette patents.)

Cleaning Company has regularly supplied a tool for cleaning bare floors, for use especially on the spaces between rugs and side walls, or in corridors where strips of carpet are laid to leave the floors exposed next to the walls. But these tools were neither adequate nor suitable for cleaning large uncarpeted areas, such as schoolroom or hospital floors, large corridors, and the like.

In schoolrooms particularly, where so many desk standards are fastened to the floors, special tools are required, by means of which the dust and dirt that are around and close to these desk legs may be quickly and completely removed. After repeated and costly experiments with appliances of various sorts, the tools here shown have been perfected by the American Air Cleaning Company of Milwaukee, Wis., de-

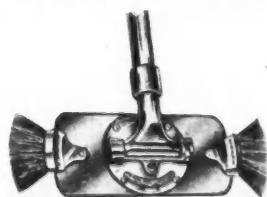


Fig. 2.—Special tool, 12 inches wide, exclusive of end brushes, for sweeping among desk legs, and in places inaccessible to wider tools. (Matchette patents.)

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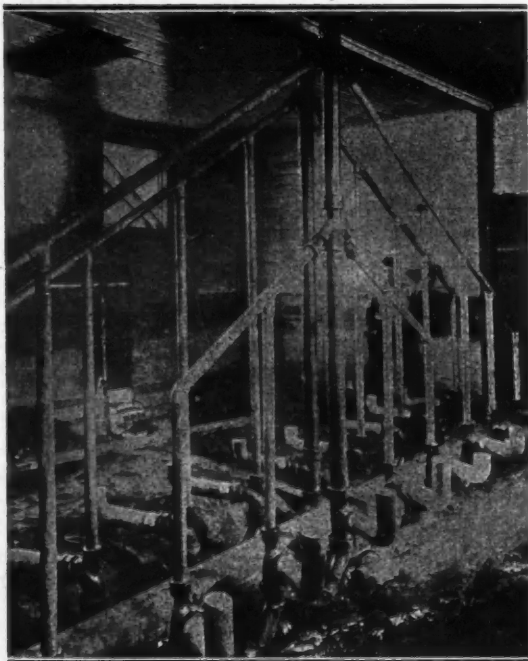
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AMONG BOARDS OF EDUCATION.

The establishment of playgrounds for the children of Ottawa, Can., is being strenuously urged, and has the full support of the school authorities. A local daily, in commenting on the project says: "Looking at it in its humane aspect, no work could be more worthy of a community. It is, moreover, not one upon which we should simply pride ourselves because it is done, but one which the people of every city should look upon as a public duty. It is a distinct public duty for a community to see that as a community it does not create conditions that stunt the growth or blight the lives of its children. The children are the country's rising hope. A strong, vigorous, healthy body is the first necessity to a happy life, and upon it all efficiency exists. To get it the child must, during its growing years, have pure air and plenty of it. On the moral side also the scheme has strong recommendations. The irresistible attractions of healthy outdoor sports will keep many youths from frequenting places and leading lives that are disastrous to bodily vigor and moral rectitude. The city must give the child a chance to become a useful and honorable citizen. Sentiment, religion, right and common sense are in favor of the scheme, which cannot but redound to the honor and good name as well as the ultimate benefit of the Dominion capital.



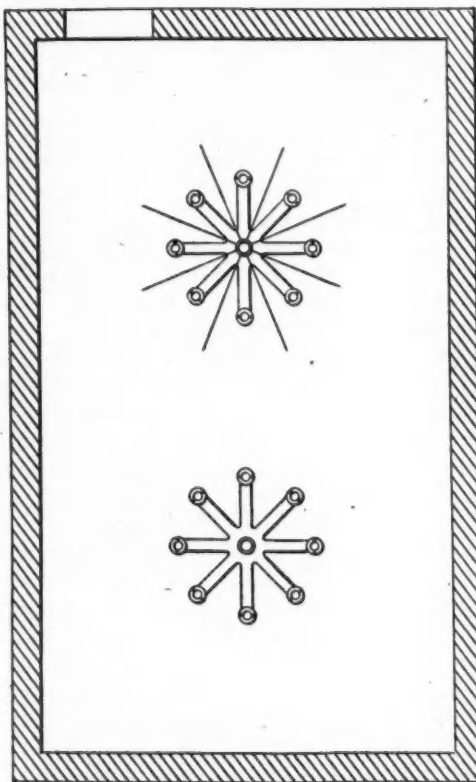
SIMPLICITY IN PLUMBING.

The first axiom in school plumbing is simplicity and accessibility. With this in mind, sanitary engineers have steadily striven to elim-

inate complicated pipe system and mechanical devices, which are costly to install and repair.

The two pictures shown herewith tell a story that needs but little explanation. The half-tone illustrates a job completed in a California school house, and considered by its designer the height of sanitary science.

In contrast to this, the second engraving shows the plan of a similar room set with two Kelly octopus fittings, which, with one drain pipe and two single soil (ventilating) pipes, would have served the same purpose as all the pipes shown in figure one. It is estimated that the latter installation would have saved at least \$1,000 in cost of unnecessary material and labor, and would have accomplished a far more sanitary and durable piece of work.



It should be explained that the Kelly Octopus fitting is a one-piece casting which, when set in place, completes the "roughing in" for eight water closets, occupying a circular space of seven feet and six inches, over all. A picture of it will be found on another page.

The manufacturers, Thomas Kelly & Bros., have just issued a new catalogue of sanitary devices for use in schools and institutions, and will gladly send a copy to anyone who addresses their Chicago office.

Montclair, N. J. Supt. Randall Spaulding has submitted a report to the town's board of

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BRUCE'S SCHOOL ARCHITECTURE

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education showing the average price paid for living expenses by Montclair teachers. High school teachers, he said, paid an average of \$9 each per week for board and lodging. Those at the Central Grammar, \$7.33; primary, \$7.04; Maple Avenue, \$7.35; Chestnut Street, \$6.88, and Bellevue Avenue, \$7.68. At these prices, Mr. Spaulding declared, many of the teachers boarded together, two in a room, and in many of the rooms there was no heat.

"With the things that go for culture, such as travel, books, concerts, and lectures, which good teachers must have, very little, if anything, is left. Yet the fact is often wondered at that the teachers do not lay by more money for their old age. The wonder is they save so much."

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